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Eight chapters --- Public Opinion; Relationship Between City, State, and Federal Government; Law; Diverse Groups; Defense and International Relations; General Welfare; Role of Education; and Human and Natural Resources -- comprise the curriculum guide.

Each chapter gives an outline of the material as a teaching guide and offers suggested learning experiences. It concludes with a bibliography on each topic.

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CONTEMPORARY AMERICAN HISTORY

FOR THE SECONDARY SCHOOLS

BOARD OF EDUCATION

CITY OF CHICAGO

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CONTEMPORARY AMERICAN HISTORY

A TENTATIVE PROGRAM

FOR THE
SECONDARY SCHOOLS

BENJAMIN C. WILLIS
GENERAL SUPERINTENDENT OF SCHOOLS

CHICAGO PUBLIC SCHOOLS
CHICAGO, ILLINOIS

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FOREWORD

Three years of social studies are required for graduation from a Chicago public high school. Of these three years, two are stipulated, namely: one year of Modern World History or World Geography and one year of United States History and Government. The third unit is to be elected by the student from the offerings of the local school. Among the electives recommended by the Curriculum Council Committee on Social Studies in the Secondary School is Contemporary American History. This is recommended for placement in the twelfth grade in order that the student may have a knowledge of American History and Government as a frame of reference and take a mature approach to problems which he will be facing as he nears the voting age and exercises the franchise.

Since Contemporary American History embraces so many topics, it would be impossible to include all in the limited time available. The units herein presented are those which are deemed most vital to the students and come within the range of his understanding. Since there will be variations in interest and ability of students, a wide range of units is offered. The teacher and students will select those best suited to meet the needs of the individual class and student. However, since some units are considered basic to the needs of all, these are indicated as required units. If the course is offered as a one-semester course, the required units should be studied the first semester, along with such other units as teacher and students may select. If the course is offered as a two-semester course, the units should be studied in the sequence herein suggested.

Grateful appreciation is extended to the members of the Curriculum Council Committee on Social Studies in the Secondary School, drawn from all facets of our school system, who made the policy suggestions; to those who developed the tentative program presented herewith; and to the many people who have so generously given of their time, for critical reading.

Benjamin C. Willis

General Superintendent of Schools

ACKNOWLEDGMENT

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NOTES ON THE BIBLIOGRAPHY

IN PREPARING A BIBLIOGRAPHY FOR THIS COURSE OF STUDY THE COMMITTEE WAS FACED WITH SEVERAL DIFFICULTIES. ON THE ONE HAND THEY FELT THAT A VERY COMPLETE BIBLIOGRAPHY WOULD BE OF GREATEST VALUE TO THE TEACHER; BUT ON THE OTHER HAND, IT WAS FELT THAT SUCH A BIBLIOGRAPHY WOULD BECOME QUICKLY OUT-DATED SINCE MANY OF THE MATERIALS ARE IN PAMPHLET FORM AND SUBJECT TO CONSTANT REVISION. IN AN ATTEMPT TO RESOLVE THIS DIFFICULTY, THE FOLLOWING APPROACH WAS TAKEN. AT THE END OF EACH UNIT SOME OF THE MORE IMPORTANT AND CURRENT MATERIALS ARE LISTED.

THE BOOKS AND PAMPHLETS HAVE BEEN DIFFERENTIATED ACCORDING TO READING DIFFICULTY. IN THIS WAY STUDENTS OF VARYING ABILITY CAN APPROACH THE SAME PROBLEM IN KEEPING WITH THEIR OWN ABILITY. ALTHOUGH A FEW AUDIO-VISUAL AIDS ARE SUGGESTED, THE TEACHER SHOULD CONSULT THE CATALOG OF MOTION PICTURES PUBLISHED BY THE DIVISION OF VISUAL EDUCATION FOR A MORE COMPLETE LISTING.

IN ORDER THAT THE TEACHER KEEP ABREAST OF THE CURRENT LITERATURE THE FOLLOWING LIST OF AGENCIES IS PROVIDED. MOST OF THEM PUBLISH A WEALTH OF MATERIAL. WITH THE AID OF A FORM LETTER A LISTING OF THEIR MATERIALS MAY BE OBTAINED.

American Association for the United Nations, 335 East 46th Street, New York 17, New York. A voluntary organization devoted to promoting support of the United Nations.

American Federation of Labor, 901 Massachusetts Avenue, N.W., Washington, D.C. Publishes information about themselves plus their position on many issues.

Anti-Defamation League of B'nai B'rith, 212 Fifth Avenue, New York 10, New York. This is the educational aim of B'nai B1rith whose purpose it is to combat prejudice and build attitudes for better human relations.

Chamber of Commerce of the United States, Washington 6, D.C.

Council of State Governments, 1313 East 60th Street, Chicago, Illinois. The Council is a source of comparative information on state governments.

Foreign Policy Association, 345 East 46th Street, New York 17, New York. This is an organization for promoting an understanding of American foreign policy.

Government Printing Office, Washington 25, D.C. This office will send lists of publications for all of the Federal Government departments and agencies. Their monthly bulletin which will be sent upon request is of great value in keeping you abreast of their publications.

Institute of Labor and Industrial Relations, University of Illinois, Urbana, Illinois. Their materials are particularly helpful in a more realistic approach to the teaching of labor-management relations.

Joint Council for Economic Education, 2 West 46th Street, New York 36, New York. This group is composed of professional educators who prepare units of study, bibliographies, and other materials specifically for secondary school use.

Junior Town Meeting League, Middletown, Connecticut. They publish various materials to promote discussion of public issues among high school students.

National Association of Manufacturers, 14 West 49th Street, New York 20, New York. Many of their publications cover various aspects of citizenship.

National Citizens Council for Better Schools, 9 East 40th Street, New York 16, New York. They publish a wealth of materials on the current problems of education.

National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C. The yearbooks and other publications are considered among the best in this field.

National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois. It is best known for its excellent publications on automobile safety.

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RECOMMENDED PLACEMENT OF HIGH SCHOOL SOCIAL STUDIES

1. United States History and Government should be placed in the eleventh grade.
2. World Geography should precede the study of Modern World History, hence should be placed in the ninth grade, although for purposes of flexibility in programming it may be offered in grades nine to twelve.
3. Modern World History should precede the study of United States History and follow the study of World Geography, and should therefore be placed in the tenth grade, but offered in grades ten to twelve.
4. Economics and Contemporary History, which should be taught in great depth if they are to be meaningful to students, should be offered in the twelfth grade.
5. Early World History should precede the study of Modern World History and be offered in grades nine to eleven.
6. Individual schools should continue to offer electives designed to meet special needs, providing such electives are approved by the District Superintendent and appropriate central office personnel.

HIGH SCHOOL SOCIAL STUDIES SEQUENCE

9th Grade	World Geography Early World History	1 year 1 year
10th Grade	Modern World History	1 year
11th Grade	United States History and Government	1 year
12th Grade	Contemporary History Economics	1 or 1/2 year 1/2 year

REQUIREMENTS FOR GRADUATION

1. One year of World Geography or one year of Modern World History
2. One year of United States History and Government
3. One year of elective in Social Studies

CONTEMPORARY AMERICAN HISTORY

PROPOSED UNITS

PAGE

"We, the people of the United States

The Importance of Public Opinion in Contemporary American History 2

"in order to form a more perfect union

*The Relationship in Structure and Operation between City, State, and Federal Government 12

"establish justice

Government under Law 22

"insure domestic tranquility

*Cooperation Among Diverse Groups in Contemporary American History 30

"provide for the common defense

National Defense in a Shrinking World 40
*International Relations in the Space Age 48

"promote the general welfare

*Maintaining Economic Security in Today's World 56
The Role of Labor and Management in Building and Maintaining Industrial Supremacy in an ever changing world 62
The Role of Stable Families in Maintaining Our Democratic Society 70

"and secure the blessings of liberty

The Role of Education in Our Democratic Society 80

"to ourselves and our posterity."

Conservation of Human and Natural Resources 88

*Required units

CONTEMPORARY AMERICAN HISTORY

THE IMPORTANCE OF PUBLIC OPINION IN CONTEMPORARY AMERICAN HISTORY

Understandings

The maintenance of a democratic way of life demands an enlightened public opinion. An enlightened public opinion requires a basic understanding of our American heritage and of the right to free expression and discussion to insure the maintenance and enrichment of American ideals.

Attitudes toward public questions are influenced by a variety of factors which the discriminating citizen should be able to analyze.

Free news and news agencies must honestly and accurately state facts. American citizens must assume the responsibilities and practice the restraints necessary in forming and applying judgments based on available facts.

Appreciations, Attitudes, and Skills

To develop appreciation of the role of public opinion in a democratic society

To develop a desire to participate in and contribute to the formation of an enlightened public opinion

To develop skill in recognizing and combating undesirable propaganda through critical thinking and through the formulation of reasonable conclusions

To develop skill in adapting the rate and technique of reading to varying purposes and kinds of material

Outline

A. Nature and importance of public opinion

- Definition of public opinion – "Mass" versus "public" opinion
- The element of "issue" in public opinion
- Differentiation between fact and opinion
- How a public acts

- Historical development

- Changing character of public opinion

- Importance and necessity of public opinion
  - Establishes laws
  - Maintains customs
  - Builds solidarity
  - Forces recognition of truth
    - Sets nation free to solve problems intelligently
    - Results in a realistic approach and a workable solution
    - Encourages integrity in public officials

B. Agencies which influence public opinion

- The family

- Instruments of environment which are used to create and express public opinion
  - Newspapers
  - Magazines
  - Pamphlets
  - Books
  - Drama
  - Debates
  - Lectures
  - Forums
  - Motion Pictures
  - Radio and Television
  - Cartoons

SUGGESTED LEARNING EXPERIENCES

A. THE NATURE AND IMPORTANCE OF PUBLIC OPINION

THE DECLARATION OF INDEPENDENCE STATES THAT GOVERNMENTS DERIVE "THEIR JUST POWERS FROM THE CONSENT OF THE GOVERNED." WHAT RESPONSIBILITIES DOES THIS PLACE UPON THE GOVERNED? WHAT IMPLICATIONS HAS IT FOR CITIZEN PARTICIPATION IN FORMING PUBLIC OPINION?

WHAT FACTORS CAUSED PUBLIC OPINION TO CRYSTALLIZE AND TO SUPPORT THE FOLLOWING MOVEMENTS IN AMERICAN HISTORY:

THE AMERICAN REVOLUTION
MANIFEST DESTINY
ABOLITION OF SLAVERY
SPANISH AMERICAN WAR
WORLD WAR I
WORLD WAR II
COLD WAR

A JUDGE ONCE SAID THAT IT WAS IMPOSSIBLE TO ENFORCE A LAW IF EIGHTY PER CENT (80%) OF THE PEOPLE WERE OPPOSED TO IT. GIVE EXAMPLES TO SHOW THE TRUTH OR FALSITY OF THIS STATEMENT.

LIST SOME PROBLEMS WHICH YOUR SCHOOL FACES. PROPOSE A SOLUTION FOR EACH AND SHOW HOW YOU WOULD SEEK TO DEVELOP STUDENT OPINION IN FAVOR OF IT.

"APPROXIMATELY SIXTY PER CENT (60%) OF OUR PEOPLE LIVE IN STANDARD METROPOLITAN AREAS. POPULATION MOBILITY STUDIES INDICATE THAT THIS TREND WILL CONTINUE." WHAT METHODS ARE USED TO CREATE A COHESIVE PATTERN OF PUBLIC OPINION TO SECURE APPROPRIATE GOVERNMENT ACTION TO MEET THE NEEDS OF URBAN LIVING? CITE EXAMPLES OF ACTION TAKEN BY THE LOCAL, STATE, AND FEDERAL GOVERNMENTS IN RESPONSE TO PUBLIC OPINION.

IN THE CHANGE AND GROWTH OF AMERICAN SOCIETY, THE MAINTENANCE OF A DEEP LOYALTY TO OUR NATION DEPENDS ON A CONTINUING COMMITMENT TO THE DEMOCRATIC VALUES OF THE AMERICAN CREED (HUMAN DIGNITY, POLITICAL FREEDOM, AND CIVIL RIGHTS). HOW CAN PUBLIC OPINION BE CRYSTALLIZED IN DEFENSE OF THESE BELIEFS?

GANDHI ONCE SAID: "THERE GO THE PEOPLE. I MUST HURRY TO CATCH UP WITH THEM FOR I AM THEIR LEADER." RELATE THIS TO THE INFLUENCE OF PUBLIC OPINION OR LEADERSHIP.

B. AGENCIES WHICH INFLUENCE PUBLIC OPINION

WHAT INFLUENCES ARE MOST POWERFUL IN MOLDING PUBLIC OPINION? DISCUSS THE WAYS IN WHICH YOUNG PEOPLE DIFFER FROM OLDER PEOPLE IN THEIR REACTION TO DEVICES USED TO MOLD PUBLIC OPINION. EVALUATE.

OUTLINE

C. PROPAGANDA AND PUBLIC OPINION

DEFINITION OF PROPAGANDA - ITS ROLE IN MOLDING OPINION

CHANGING PATTERNS OF PROPAGANDA

PROPAGANDA TECHNIQUES
- NAME CALLING
- GLITTERING GENERALITIES
- BAND WAGON
- TRANSFER
- CARD STACKING
- PLAIN FOLKS
- STEREOTYPES
- FALSE REASONING
- TESTIMONIAL

CHARACTERISTICS OF UNDESIRABLE PROPAGANDA
- DIRECTS APPEAL TO EMOTION, PREJUDICE, FEAR, AND PRESTIGE
- DEPENDS ON REPETITION, ELABORATION, OVERGENERALIZATION, OVERSIMPLIFICATION, RIDICULE, REWARDS, AND THREATS

USE OF UNDESIRABLE PROPAGANDA BY TOTALITARIAN GOVERNMENTS

GUARDING AGAINST UNDESIRABLE PROPAGANDA THROUGH CRITICAL THINKING
- DISCOVERING AND DEFINING PROBLEMS
- SUGGESTING PROPOSALS AND CONSIDERING OPINIONS
- BEING OPEN-MINDED ABOUT OTHER PROPOSALS AND OPINIONS
- FINDING AND VERIFYING INFORMATION RELATED TO PROPOSED SOLUTIONS
- TESTING INFORMATION FOR RELIABILITY, SUFFICIENCY, RELEVANCY, AND INTERPRETATION

Give a specific example of a public opinion poll and indicate what is involved in "measuring" public opinion.

Does a governmental official who has decision making authority "measure" public opinion when he has to make a decision in the same way that public opinion pollsters do? What is the difference?

Write an essay on the role of the family in the forming of desirable public opinion.

Write a brief biographic sketch of several of the following men, noting in particular how they became successful in forming public opinion through the press:

Arthur Brisbane
Charles A. Dana
Horace Greeley
William Randolph Hearst
Frank Knox
Robert McCormick
Adolphus Ochs
Joseph Pulitzer

What effort has been made by the government to regulate the areas of communication in recent times? Trace the history of governmental relation of means of communication describing conditions which prompted such action and stating to what extent you consider government regulation justified.

What is a pressure group? What are the various classifications of pressure groups? How do they function? What is their effect on public opinion?

Stamps are sometimes used to mold public opinion. Students with stamp collections may give a floor talk on the influence of stamps upon public opinion and exhibit stamps so used.

Make a collection of cartoons and show how the artists, in each instant, have attempted to influence public opinion.

C. Propaganda and Public Opinion

What is meant by propaganda? Cite examples from history to show the changing patterns of propaganda.

Prepare a scrapbook illustrating the various propaganda devices (See Outline of Content). Have a committee of two or three students prepare a bulletin board display from the scrapbooks illustrating the various propaganda devices. Is a propagandist interested in creating a "public" about some purpose he wants to accomplish? Explain.

Show the differences between a democracy and a totalitarian government in the formulation, distribution, and interpretation of news of public affairs.

Have a student give a floor talk on the use of propaganda by totalitarian states, such as Russia's use of propaganda to overthrow the national government of China and Hungary.

OUTLINE

Basing conclusions on facts
Organizing facts and conclusions along with plan of action
Carrying out the plan and evaluating its effectiveness
(Taken from *Citizenship and a Free Society: Education for the Future*. 30th Yearbook of the National Society for the Social Studies, 1960, page 250)

How do totalitarian governments use the schools to promote the interests of the state? Contrast the aims of education in the United States with those of a totalitarian state.

What is meant by brainwashing? Show how this was used as a weapon in an attempt to undermine the loyalty of American soldiers taken as prisoners in the Korean War.

Differentiate between fact and opinion. Do facts always mean what people interpret them to mean? Show how the same fact may have many different meanings. What determines the interpretation which an individual gives to facts?

"Our actions at home are a source of propaganda abroad." Explain. Cite instances from recent history showing how our actions at home might be used as good or bad propaganda abroad.

The Communists are using the devices of propaganda to undermine the democracies in their beliefs in the dignity of the individual, free enterprise, man's goodness, and man's ability to govern himself and solve his problems cooperatively. Select one of these charges and refute it, using the skills of critical thinking.

What is the "Voice of America?" Of what importance is it to us in projecting American goals abroad? Plan a broadcast for the "Voice of America."

Why is it important to keep an open mind on all important questions?

DEVELOPMENTAL VOCABULARY

BAND WAGON

BRAINWASHING

DEMAGOGUE

FALSE REASONING

F. C. C.

GLITTERING GENERALITIES

ISSUE

LOBBYING

MASS MEDIA OF COMMUNICATION

NAME CALLING

PLAIN FOLKS

PUBLIC

PRESSURE GROUPS

PROPAGANDA

RADIO FREE EUROPE

STEREOTYPES

TESTIMONIAL

VOICE OF AMERICA

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*For the academically less able student
**For the able student
***For the academically able student

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THE RELATIONSHIP IN STRUCTURE AND OPERATION BETWEEN CITY, STATE, AND FEDERAL GOVERNMENT

UNDERSTANDINGS

THE MAJORITY OF THE AMERICAN PEOPLE NOW LIVE IN URBAN COMMUNITIES.

THE INCREASED POPULATION OF OUR CITIES AND OUR CHANGING STANDARD OF LIVING HAVE MAGNIFIED THE SCOPE OF THE SERVICES DEMANDED OF THE LOCAL GOVERNMENT.

LOCAL GOVERNMENTS ARE INTEGRATED INTO METROPOLITAN AREAS WHICH HAVE WIDENED THE BOUNDARIES OF URBAN ACTIVITIES.

INCREASE IN THE NUMBER AND POPULATION OF URBAN AREAS REQUIRES A REAPPRAISAL OF STATE CONSTITUTIONS.

DEMANDS OF URBAN LIVING HAVE RESULTED IN FEDERAL GRANTS-IN-AID PROGRAMS.

CHICAGO, THE SECOND LARGEST CITY OF THE UNITED STATES, IS THE HEART THROB OF THE SOCIAL, POLITICAL, AND INDUSTRIAL DEVELOPMENT OF OUR NATION.

APPRECIATIONS, ATTITUDES, AND SKILLS

TO DEVELOP APPRECIATION OF THE FACT THAT THE NEEDS OF THE PEOPLE FREQUENTLY CHANGE MORE RAPIDLY THAN THE MACHINERY OF GOVERNMENT WHICH SHOULD MEET THESE NEEDS

TO DEVELOP APPRECIATION OF THE NECESSITY OF SHAPING THE MACHINERY OF GOVERNMENT TO THE DEMANDS OF THE TIME AND THE METHODS BY WHICH THIS MAY BE ACCOMPLISHED

TO DEVELOP AWARENESS OF THE RESPONSIBILITIES OF THE INDIVIDUAL CITIZEN WITH RESPECT TO ALL AREAS OF GOVERNMENT

CONTENT

A. INCREASE IN URBAN LIVING

  RAPID RATE OF INCREASE AND SPREAD OF PEOPLE

  THE DISLOCATIONS OF THE WAR

B. GROWTH OF METROPOLITAN AREAS

  NATURE OF METROPOLITAN AREAS
    NEW YORK
    CHICAGO

  RELATION OF GOVERNMENTAL RESPONSIBILITIES BETWEEN URBAN AND METROPOLITAN AREAS
    WATER
    SEWAGE
    TRANSPORTATION
    COMMUNICATION
    PROTECTION
    WELFARE

C. RELATION OF URBAN AND METROPOLITAN AREAS TO THE STATE

  RELATION OF THE STATE CONSTITUTION TO LOCAL GOVERNMENT

  RESPONSIBILITY OF THE STATE TO LOCAL GOVERNMENTS

  THE NEED OF CONSTITUTIONAL REFORMS
    CONTINUING REAPPORTIONMENT TO REFLECT MORE ACCURATELY THE WILL OF THE MAJORITY
    MORE HOME RULE TO ALLOW CITIES HIGH INITIATIVE FOR ACTION
    NEED FOR CONSOLIDATION OF OVERLAPPING AGENCIES OF LOCAL GOVERNMENT

SUGGESTED LEARNING EXPERIENCES

A. Increase in Urban Living

Make a chart comparing the census of 1960 with that of 1950 and 1940 with respect to the number of cities of over 500,000 people and the number of people living in cities of over 500,000.

What factors have contributed to this growth in urban living?

What are the advantages and disadvantages accruing from the increase in urban living?

B. Growth of Metropolitan Areas

What is a metropolitan area? Why is the city the central focus of a metropolitan area? Show how the various sections depend upon one another for services.

Illinois is divided into seven standard metropolitan areas. Show on a map of Illinois these areas and indicate their population.

Discuss the following statement: "It is not correct to say that a metropolitan area has no boundary lines. It is nearer the truth to say that there are several metropolitan boundary lines, each set relating to one or more districts set up by nongovernmental as well as governmental units to get things done by and for the people."

C. Relation of Urban and Metropolitan Areas to the State

What are the provisions of the Illinois Constitution relating to cities of over 500,000?

Explain the responsibility of the State of Illinois to the Chicago area with respect to:

Transportation
Law enforcement
Fire protection
Public welfare
Conservation

Describe the work of the Randolph Commission created by the Illinois General Assembly in 1955.

What amendments would you propose to the Illinois Constitution to meet the needs of urban areas more effectively?

APPRECIATIONS, ATTITUDES, AND SKILLS

TO DEVELOP SKILL OF CRITICAL THINKING IN THE INTERPRETATION OF DOCUMENTS, NEWSPAPER ARTICLES, AND IN LISTENING TO SPEECHES

TO DEVELOP SKILL IN THE USE OF SOCIAL STUDIES VOCABULARY

CONTENT

D. THE RELATIONSHIP OF CITY AND STATE GOVERNMENT TO THE FEDERAL GOVERNMENT

LIBERAL INTERPRETATION OF CONSTITUTIONAL LAW TO PERMIT INCREASING CONCURRENCE OF FEDERAL, STATE, AND LOCAL POWERS AND FUNCTIONS

ESTABLISHMENT OF MANY INTERGOVERNMENTAL FISCAL AND ADMINISTRATIVE RELATIONS AND INTERSTATE COMPACTS AND AGREEMENTS

THE COMMANDING ROLE OF THE FEDERAL GOVERNMENT
- ITS ENABLING POWERS
- ITS GREATER GENERALITY OF POSITION AND RESOURCES

E. THE GOVERNMENT OF CHICAGO

CHICAGO SETTING
- AREA
- STRATEGIC LOCATION
- PHYSICAL CHARACTERISTICS
- POPULATION - ITS NATURE
- ECONOMIC CHARACTER
- SOCIAL AND CULTURAL CHARACTERISTICS

GOVERNMENTAL UNITS AFFECTING CHICAGO
- UNITED STATES
- ILLINOIS
- COOK COUNTY
- FOREST PRESERVE
- SANITARY DISTRICT
- CHICAGO PARK DISTRICT
- BOARD OF EDUCATION
- CITY OF CHICAGO

THE SELECTION AND DUTIES OF GOVERNMENTAL OFFICIALS
- MAYOR
- CITY CLERK
- CITY TREASURER
- ALDERMEN

D. THE RELATIONSHIP OF CITY AND STATE GOVERNMENT TO THE FEDERAL GOVERNMENT

WHAT IS THE FEDERAL SYSTEM? WHY WAS IT CREATED?

READ THE UNITED STATES CONSTITUTION, ARTICLE I, SECTION 10, CLAUSES 1 AND 3. WHAT ARE SOME COMPACTS WHICH STATES HAVE ENTERED INTO WITH THE CONSENT OF CONGRESS? WHAT DEVIATIONS HAVE BEEN PERMITTED BY THE SUPREME COURT? WHAT IS THE ROLE OF THE SUPREME COURT?

REVIEW RECENT COURT DECISIONS WHICH HAVE INCREASED THE RESPONSIBILITY OF THE FEDERAL GOVERNMENT TOWARD STATE AND LOCAL PROBLEMS.

WHAT IS THE GRANT-IN-AID PROGRAM? GIVE EXAMPLES. WHY DOES THE CHICAGO URBAN RENEWAL PROGRAM DEPEND UPON FEDERAL AID? WHAT SUBSIDIES HAVE BEEN GRANTED UP TILL NOW? WHAT OBSTACLES PREVENT LOCAL GOVERNMENTS EXPANDING THEIR REVENUES TO ENABLE THEM TO ASSUME SUCH RESPONSIBILITIES?

WHY SHOULD THE FEDERAL GOVERNMENT ASSIST URBAN AREAS IN MEETING INCREASED DEMANDS FOR SERVICES?

HOW ARE GOVERNMENT BUDGETS PREPARED? HOW MAY THE INDIVIDUAL CITIZEN PARTICIPATE IN BUDGET MAKING?

SECURE AND STUDY COPIES OF CITY, STATE, AND FEDERAL BUDGETS, NOTING THE INTERGOVERNMENTAL RELATIONSHIPS IN EACH FIELD OF ACTIVITY.

E. THE GOVERNMENT OF CHICAGO

REVIEW THE HISTORY OF CHICAGO AND TRACE THE CHANGES IN:

AREA
POPULATION - ITS NATURE
PHYSICAL CHARACTERISTICS
ECONOMIC CHARACTER
SOCIAL AND CULTURAL CHARACTERISTICS

PREPARE A REPORT ON THE CHICAGO FLAG, SHOWING THE SIGNIFICANCE OF EACH OF THE HISTORICAL EVENTS REPRESENTED BY THE STARS IN THE FLAG.

THERE ARE MANY LARGE EUROPEAN CITIES WHICH BEAR A STRONG RESEMBLANCE TO CHICAGO. ON THE OTHER HAND, THERE ARE VAST DIFFERENCES. HAVE SEVERAL STUDENTS COMPARE AND CONTRAST CHICAGO WITH SUCH EUROPEAN CITIES AS BERLIN, WARSAW, VIENNA, LONDON, AND PARIS. HAVE THEM ACCOUNT FOR THESE LIKENESSES AND DIFFERENCES.

UNDER WHAT VARIOUS GOVERNMENTAL UNITS DO THE PEOPLE OF CHICAGO LIVE?

EXPLAIN THE IMPORTANCE OF THE GOVERNMENT OF COOK COUNTY? HOW DOES ITS OPERATION AFFECT THE PEOPLE OF CHICAGO?

WHY ARE THE FOLLOWING UNITS OF GOVERNMENT SEPARATE ADMINISTRATIVE AGENCIES?

APPRECIATIONS, ATTITUDES, AND SKILLS	CONTENT
	GOVERNMENTAL SERVICES PROVIDED BY THE CITY OF CHICAGO LAW ENFORCEMENT COURTS AND JAILS PROTECTION: FIRE – CIVIL DEFENSE PUBLIC WORKS: TRANSPORTATION AND UTILITIES BUILDINGS: ZONING, CITY PLANNING, AND HOUSING HEALTH AND SANITATION WELFARE EDUCATION LIBRARIES AND MUSEUMS RECREATION
	THE CITIZEN'S ROLE IN CHICAGO'S GOVERNMENT ELECTIONS: PRIMARY, GENERAL TAXES THE CITIZEN'S RESPONSIBILITIES TO LOCAL GOVERNMENT
	HOW CHICAGO PREPARES FOR THE FUTURE CHICAGO PLAN COMMISSION CHICAGO HOUSING AUTHORITY CHICAGO LAND CLEARANCE COMMISSION CHICAGO REGIONAL PLAN ASSOCIATION METROPOLITAN HOUSING AND PLANNING COUNCIL CHICAGO METROPOLITAN HOME BUILDERS CHICAGO DWELLING ASSOCIATION CHICAGO PORT AUTHORITY

WHAT ARE THEIR FUNCTIONS?

FOREST PRESERVE DISTRICT
SANITARY DISTRICT
CHICAGO PARK DISTRICT
BOARD OF EDUCATION

FOR HOW MANY ELECTED OFFICIALS OF LOCAL GOVERNMENT DOES EACH VOTER OF CHICAGO HAVE THE RESPONSIBILITY TO VOTE? WHAT OBLIGATIONS DOES THIS PLACE UPON THE CITIZEN FOR INTELLIGENT VOTING? MAKE A CALENDAR, MARKING WITH A RED LETTER THE VOTING DAYS.

HAVE EACH PUPIL PREPARE A LIST OF ALL THE SERVICES LOCAL GOVERNMENT IS PROVIDING FOR HIM. HAVE A COMMITTEE SUMMARIZE THESE IN AN ORDERLY FASHION FOR THE BULLETIN BOARD.

PLAN AND MAKE A TRIP TO CITY HALL. SINCE THERE ARE MANY GROUPS WHO DO MAKE SUCH TRIPS, IT IS ADVISABLE TO MAKE PLANS WELL IN ADVANCE. IF POSSIBLE, SCHEDULE YOUR TRIP TO COINCIDE WITH A MEETING OF THE COUNCIL. IN ORDER TO GAIN THE MOST FROM SUCH A TRIP, IT IS PREFERABLE FOR THE STUDENTS TO HAVE BEEN PREPARED IN THE SENSE OF ADEQUATE BACKGROUND MATERIAL AND THINGS TO ANTICIPATE. CALL THE MAYOR'S SECRETARY AT THE CITY HALL FOR APPOINTMENT.

STAGE A MOCK SESSION, OR A SERIES OF SESSIONS, OF THE CITY COUNCIL (SEE OUTLINE 3-5). THE STUDENTS CAN BE ASSIGNED ROLES COMMENSURATE WITH THEIR ABILITIES. THE MORE ABLE STUDENTS SHOULD BE ENCOURAGED TO USE PRIMARY SOURCES AND IF POSSIBLE TO INTERVIEW THE PEOPLE WHOSE ROLE THEY ARE TAKING.

WHAT IS THE CHICAGO PLAN? WHY MUST THE CHICAGO PLANNING COMMISSION CONSTANTLY REVISE ITS PLAN?

CONTACT THE CHICAGO PORT AUTHORITY AND ARRANGE A BOAT TRIP THROUGH THE CALUMET HARBOR AREA.

THERE CAN BE NO DOUBT THAT WORLD PORT HAS BROUGHT NUMEROUS AND FAR REACHING CHANGES TO THE PEOPLE OF CHICAGO. IN ORDER TO HAVE THE STUDENTS BETTER APPRECIATE WHAT IS TO HAPPEN, HAVE A COMMITTEE OF SEVERAL STUDENTS BE INTERVIEWED BY AN INQUIRING NEWSPAPER REPORTER. THE STUDENTS BEING INTERVIEWED MIGHT ASSUME THE FOLLOWING ROLES: A SEA CAPTAIN OF A FREIGHTER ON THE GREAT LAKES, A CIVIL ENGINEER, A LAWYER, THE OWNER OF A RETAIL STORE, A REAL ESTATE AGENT, AND THE MAYOR. ASSUME THAT IT IS 1975.

WRITE A PAPER ON THE STEPS YOU WOULD RECOMMEND TO HELP THE GOVERNMENT IN THE CHICAGO AREA TO BECOME MORE USEFUL IN SOLVING THE MANY PROBLEMS OF OUR CITIZENS, SHOWING TO WHAT EXTENT THE AID OF THE STATE AND FEDERAL GOVERNMENT WOULD BE NECESSARY.

DEVELOPMENTAL VOCABULARY

ALDERMAN

ASSESSED VALUATION

BOARD

BUDGET

CHARTER

CITY COUNCIL

COMMISSION

COUNTY

CUMULATIVE VOTING

DEPARTMENT

DUE PROCESS OF LAW

EMINENT DOMAIN

ENABLING POWERS

FEDERAL SYSTEM

FRANCHISE

GRANTS-IN-AID

HOME RULE

LONG BALLOT

INCORPORATED

METROPOLITAN AREA

NONPARTISAN BALLOT

ORDINANCES

PRECINCT

PROBATE

SHORT BALLOT

TOWNSHIP

WARD

ZONING

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GOVERNMENT UNDER LAW

Understandings

The goal of American government is to make the ideals of its people a reality. This is achieved by blending the common goals of government and the personal values and interests of citizens into a government under law.

The United States Constitution establishes the power and limit that government has in making laws. Laws put into specific action the knowledge, faith, and loyalty of the American people.

Differences of opinion arising from legislative activities are resolved by judicial review. Due process of law guarantees that civil rights remain inviolate.

Appreciations, Attitudes, and Skills

To develop an appreciation for American law which guarantees freedom

To develop an appreciation for necessary constraints that establish an equitable distribution of equality and justice

To develop an appreciation for the guarantees of court procedure under law

To develop an attitude toward voluntary acceptance of individual obligations to American government

To develop an attitude of respect toward laws that build, maintain, and strengthen American citizenship

To develop a desire to avoid irresponsible actions that eventually lead to violation of law

Content

A. Fundamental concepts of American law

All men are equal under the law.

Rights of individuals are protected by law.

Strict rules of procedure are necessary for government under law.

B. Authority for American law

Article VI of the United States Constitution makes the Constitution the supreme law of the land.

The Tenth Amendment to the Constitution reserves the powers to the states and to the people.

The Bill of Rights establishes civil liberties under federal law.

Amendments XIII, XIV, and XV deny state infringement in specific areas of civil liberties.

C. Classification of American laws

Civil law protects private rights under common law and equity.

Criminal law prosecutes offenses against society.

National security law punishes treasonable action against American security.

SUGGESTED LEARNING EXPERIENCES

A. FUNDAMENTAL CONCEPTS OF AMERICAN LAW

EXPLAIN IN YOUR OWN WORDS THE IDEA OF THE EQUALITY OF MAN AS EXPRESSED BY THOMAS JEFFERSON IN THE DECLARATION OF INDEPENDENCE.

WHY IS A WELL PLANNED SYSTEM OF JUSTICE NECESSARY TO THE MAINTENANCE OF AMERICAN IDEALS?

FORM A COMMITTEE TO DRAMATIZE "FLASHBACKS IN HISTORY" DEPICTING THE FOLLOWING MILESTONES IN AMERICAN HERITAGE:

MAYFLOWER COMPACT
FUNDAMENTAL ORDER OF CONNECTICUT
NEW ENGLAND CONFEDERATION
ALBANY PLAN OF UNION
DECLARATION OF INDEPENDENCE
ARTICLES OF CONFEDERATION
CONSTITUTION OF THE UNITED STATES

CONTRAST A POLICE STATE WITH AMERICAN DEMOCRACY; PROVE THAT A POLICE STATE IS A GOVERNMENT OF MEN WHILE A DEMOCRACY IS A GOVERNMENT OF LAW.

B. AUTHORITY FOR AMERICAN LAW

WHAT IS THE SUPREME LAW OF OUR LAND? HOW DOES IT PROTECT OUR PEOPLE AGAINST TYRANNY?

STATE THE PROVISION OF THE TENTH AMENDMENT. WHAT POWERS DOES THE STATE GOVERNMENT EXERCISE AS A CONSEQUENCE OF THIS AMENDMENT?

EXAMINE THE UNITED STATES CONSTITUTION CAREFULLY. IDENTIFY THE ARTICLES THAT STATE EXACTLY WHAT THE RIGHTS OF AMERICAN CITIZENS ARE. EXPLAIN HOW THE MACHINERY TO PRESERVE THESE RIGHTS FUNCTIONS.

SHOW BY A DIAGRAM THE PARALLEL STRUCTURE OF THE ILLINOIS CONSTITUTION AND THE UNITED STATES CONSTITUTION.

GIVE A FLOOR TALK EXPLAINING HOW CITY ORDINANCE, STATE LAW, AND FEDERAL STATUTE LIMIT THE JURISDICTION OF GOVERNMENT.

MAKE A CHART COMPARING THE GUARANTEES OF CIVIL LIBERTIES IN THE ILLINOIS CONSTITUTION WITH THE UNITED STATES BILL OF RIGHTS.

SHOW BY EXAMPLE SOME OF THE RIGHTS PEOPLE HAVE WILLINGLY CURTAILED FOR THE COMMON GOOD.

PREPARE A BULLETIN BOARD DISPLAY OF CARTOONS DEPICTING USE AND ABUSE OF CIVIL RIGHTS.

C. CLASSIFICATION OF AMERICAN LAWS

TRACE THE HISTORY OF COMMON LAW. HOW HAS IT BEEN SHAPED TO MEET AMERICAN NEEDS?

APPRECIATIONS, ATTITUDES, AND SKILLS

TO DEVELOP A SKILL IN IDENTIFYING UNDESIRABLE HABITS THAT INTERFERE WITH MATURE ACCEPTANCE OF LAW

TO DEVELOP SKILL IN KEEPING IN MIND A SERIES OF RELATED IDEAS

TO DEVELOP SKILL IN THE USE OF SPECIALIZED TERMS APPROPRIATE TO THE UNIT

CONTENT

D. ENFORCEMENT OF CIVIL LAW

COURT IS ARBITRATOR IN SETTLING DISPUTES BETWEEN CITIZENS INVOLVING PRIVATE RIGHTS.

GOVERNMENT SUES OR IS SUBJECT TO SUIT IN QUESTIONS ARISING ABOUT ENFORCEMENT OR ABOUT VIOLATION.

TRIAL BY JURY IS A MATTER OF CHOICE IN CONTROVERSY EXCEEDING TWENTY DOLLARS.

E. ENFORCEMENT OF CRIMINAL LAW

STATE AND LOCAL GOVERNMENTS PROSECUTE CRIMES AGAINST THEIR LAWS.

FEDERAL OFFENSES ARE TRIED IN FEDERAL COURTS.

FEDERAL INVOLVEMENT IN PROSECUTION OF CRIME IS INCREASING WITH THE GROWTH OF CRIME.

EFFECTIVE LAW ENFORCEMENT IS NECESSARY FOR CONTROL OF CRIME.

F. ENFORCEMENT OF NATIONAL SECURITY LAW

FEDERAL COURTS FOLLOW DIRECTIVES OF ARTICLE III, SECTION 3 OF THE UNITED STATES CONSTITUTION IN DEFINING AND PUNISHING TREASON.

FEDERAL COURTS COMPLY WITH FEDERAL STATUTES IN PUNISHING REVOLUTIONARY ACTS OF ESPIONAGE AND SABOTAGE.

THE UNITED STATES SUPREME COURT APPLIES THE "CLEAR AND PRESENT DANGER" TEST IN DETERMINING REVOLUTIONARY CONSPIRACY.

Why did equity develop: Show how it helps prevent legal problems.

Why are common law and equity used to decide most of the state civil court cases?

What is meant by criminal law? Cite examples.

How is treason defined in the Constitution? What is necessary for convicting a person of treason? What limitations are placed upon the punishment of treason? In your opinion is this a good thing?

D. Enforcement of civil law

Trace the history of "due process of law" back to the Magna Charta.

Describe a suit at law based on a dispute between private parties over their respective rights and duties.

Cite examples of civil suits which are brought against the federal government.

What statement is made in the Seventh Amendment regarding trial by jury? If you were bringing suit at common law would you prefer a trial by jury or would you rather leave the decision entirely up to the judge? Justify your answer.

E. Enforcement of criminal law

Make a graph using the figures from the latest Uniform Crime Report to prove that crime is a national problem.

What are the changes in federal law brought about by America's growth in size and population?

The following federal activities were created to combat crime. Identify the criminal activity abolished, controlled, or reduced by each federal action:

Interstate Commerce Act
Sherman Antitrust Act
Food and Drug Act
Wickersham Commission
Lindbergh Law
Twenty-first Amendment

What caused congressional investigations? Describe the reaction of the public to these hearings. What legislation resulted? How effective have the laws been in controlling national crime?

Have a round table discussion on the different types of prisons. Evaluate their rehabilitation programs.

Up to the present time most of the coping with crime has been a state and local responsibility. Would you favor giving the federal government the right to act as a coordinating agency for all law enforcement in the United States? Why?

CONTENT

G. PROTECTION UNDER THE LAW

OFFENSES ARE CLEARLY DEFINED BY LAW.

ACCUSED PERSON IS INNOCENT UNTIL PROVEN GUILTY.

GUILT MUST BE DEMONSTRATED BEYOND ANY REASONABLE DOUBT.

DOUBLE JEOPARDY AND SELF-INCRIMINATION ARE ILLEGAL.

TRIAL BY ONE'S PEERS.

VERDICT IS THE UNANIMOUS DECISION OF A PETIT JURY.

SENTENCE BY JUDGE IS LIMITED TO COURT JURISDICTION.

H. CITIZEN'S PARTICIPATION IN AMERICAN LAW

HE ACCEPTS THE RIGHTS AND PRIVILEGES OF LIVING UNDER A GOVERNMENT OF LAW.

HE KNOWS THE LAW AND ITS APPLICATION.

HE COOPERATES WITH GOVERNMENT IN THE CONTROL OF CRIME.

HE INSISTS CIVIL AND CRIMINAL LAWS OPERATE UNDER THE COMMON GOAL OF JUSTICE.

HE WORKS TO ELIMINATE THE CAUSE OF CRIME.

F. Enforcement of national security law

The only crime defined in the United States Constituion is treason. Why was this considered necessary by our Founding Fathers?

Describe the unjust use of the charge of treason in totalitarian countries. Cite examples.

Vigorous action is required to control revolutionary acts aimed at overthrowing our government. Have a committee report on the work of the Federal Bureau of Investigation in bringing to justice crimes of espionage and sabotage.

It is difficult to draw a reasonable line between the power of the government to protect the public and the right of the individual to express himself. Have a group of students dramatize a hearing before the United States Supreme Court, using the "clear and present danger" test to differentiate between free speech and sedition.

Have oral reports on America's effort to punish communist agents for sedition under the Smith Act and the Communist Control Act.

G. Protection under the law

Dramatize a court scene carefully portraying a citizen's right under law.

Write a short essay or editorial on the importance of jury service.

How does grand jury procedure differ from the work of a petit jury?

Explain why the guarantee of the writ of habeas corpus is one of our most fundamental civil rights.

Follow an interesting court case in the daily newspaper. Prepare a bulletin board display of highlights. Give an oral report on your reactions to justice under the law.

Attend sessions of federal and local courts. Note the court procedures used to guarantee a fair trial.

H. Citizen's participation in American law

The maintenance of a vigorous system of criminal justice demands "morally fastidious standards." To protect the innocent, curbs have been placed upon the power of government through the basic concept of law. Prepare a table listing in column one the principles expressed in due process of law, and in column two list the responsibility a citizen assumes in perpetuating American justice.

Write a letter to a young person living under Communism. Explain the following quotation from George Washington in a teen-ager's appraisal of what it means to live in a government under law:

> "The very idea of the power and right of the people to establish government presupposes the duty of every individual to obey the established government."

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DEVELOPMENTAL VOCABULARY

CIVIL LAW

CIVIL LIBERTIES

COMMON LAW AND EQUITY

CRIMINAL LAW

DOUBLE JEOPARDY

DUE PROCESS OF LAW

ESPIONAGE

GOVERNMENT OF LAWS

GOVERNMENT OF MEN

GRAND JURY

INFRINGEMENT

JUDICIAL

JURIDICAL

JURISDICTION

ORDINANCE

PETIT JURY

SABOTAGE

SEDITION

STATUTE

TREASON

TRIAL BY JURY

COOPERATION AMONG DIVERSE GROUPS IN CONTEMPORARY AMERICAN HISTORY

Understandings

People of all races, religions, and cultures have contributed to our cultural heritage.

The bedrock of a democracy is based largely upon the cooperative work of many groups and individuals within the group.

Many organizations are working to promote more harmonious relationships amongst the diverse groups.

Appreciations, Attitudes, and Skills

To appreciate the dignity of the human individual regardless of race, nationality, social or economic status

To appreciate the contributions that diverse groups have made to the creation and development of American culture and modern civilization

To develop attitudes which will promote better understanding and more harmonious group relations based on democratic principles

To develop skill in identifying prejudices in ourselves and others

To develop skills in dealing with the bigot or bully

To develop the skill of critical thinking in the interpretation of documents, newspaper articles, and in listening to speeches

To develop skill in the use of social studies vocabulary

Content

A. Prejudice as a sense of group position

- Some basic feelings in prejudice
  - Superiority--"We are better than they are."
  - Distinctiveness--"They are not of our kind."
  - Proprietary claims--"These things belong to us."
  - Fear and suspicion of encroachment--"They are getting out of their place."
  - Envy--"They are better than we are."
- Existence of groups in dominant-subordinate relations
- Basic feelings and sense of group position learned, not inherited
  - Originally set by conditions of initial contact between peoples
  - Developed through communications and interactions between members of the dominant group-talk, tales, gossip, messages, orations, newspapers, magazines, plays, etc.
- Important areas in which the dominant group defines the subordinate group and the proper relations that should exist between them
  - In the "problem areas" where images are awakened and reinforced
  - By "big events" which touch deep and strong feelings about one's group
  - By "leaders" who symbolize the identify of the group, and whose words or actions give a "stamp of approval" to the group's position
  - By strong interest groups which try to direct the focus of attention for members of their group

SUGGESTED LEARNING EXPERIENCES

A. PREJUDICE AS A SENSE OF GROUP POSITION

WHAT DO YOU UNDERSTAND BY THE TERM PREJUDICE? HOW DO YOU THINK PREJUDICES ARE ACQUIRED? HOW DO YOU THINK THEY HAMPER PEOPLE IN RESPECT TO THE EFFECTIVENESS OF THEIR WORK, THEIR CIVIC LIFE, THEIR RECREATION?

WRITE A THEM ON SOME INCIDENT WHICH AFFECTED YOUR THINKING ABOUT SOME PARTICULAR GROUP. SHOW HOW YOU GRADUALLY MODIFIED YOUR ATTITUDE. HOW DO THE FINDINGS OF ANTHROPOLOGISTS AND SOCIOLOGISTS SUPPORT YOUR CHANGED ATTITUDE?

WHAT ARE SOME BASIC FEELINGS IN PREJUDICE RELATED TO THE SENSE OF POSITION OF ONE GROUP TO ANOTHER?

EXPLAIN THE FACTORS WHICH GIVE SOME GROUPS A DOMINANT POSITION IN SOCIETY.

BY WHAT MEANS DO VARIOUS GROUPS DEVELOP A GROUP FEELING AND SENSE OF GROUP POSITION? CITE EXAMPLES.

SHOW HOW THE POSITION OF GROUPS MAY CHANGE FROM TIME TO TIME. WHAT FACTORS PRODUCE THESE CHANGES? HOW DO THESE CHANGES IN POSITION AFFECT PREJUDICE?

CITE EXAMPLES OF HOW GROUP RELATIONS HAVE CHANGED RECENTLY IN YOUR OWN COMMUNITY. LIST THE FACTORS WHICH HAVE PRODUCED THESE CHANGES IN WHAT YOU CONSIDER THE ORDER OF THEIR IMPORTANCE.

B. GROUPS WITHIN THE UNITED STATES

WHAT ARE SOME OF THE FACTORS WHICH DIVIDE PEOPLE INTO VARIOUS GROUPS?

GIVE FLOOR TALKS ON VARIOUS GROUPS WHICH HAVE CONTRIBUTED TO AMERICAN CULTURE.

ARRANGE A BULLETIN BOARD DISPLAY OF THE VARIOUS GROUPS WHICH HAVE CONTRIBUTED TO AMERICAN CULTURE.

SELECT ANY ONE OF THE FOLLOWING AND GIVE A SPECIAL REPORT ON HIS OR HER CONTRIBUTIONS TO AMERICAN LIFE:

MARIAN ANDERSON
RALPH BUNCHE
GEORGE WASHINGTON CARVER
ALBERT EINSTEIN
ENRICO FERMI

KNUTE ROCKNE
THOMAS MANN
GEORGE MEANY
IGOR STRAVINSKY
BRUNO WALTER

Understandings

Content

- Prejudices reduced or eliminated when the social position of the dominant and subordinate groups shift through
  - Changes in wealth, education, achievement, and progress
  - Sheer expediency which may force members of two groups to associate in ways contrary to established lines of exclusion
  - Loss of identity of the dominant group through the mobility of its members and through their intermingling with other people who are not accustomed to draw the usual lines of exclusion
  - Appraisal of established prejudices in new and different ways by spokesmen and institutional leaders

B. Groups within the United States

- Old and new waves of immigration
- Groups which have arisen from changing social conditions such as:
  - Urban and rural interests
  - Labor and management
- Racial and cultural groups
  - Distinction between culture and race
  - Diverse groups within the Chicago area (See Chicago Fact Book and Community Inventory published by the University of Chicago for ethnic groups which make up the population of Chicago)

CONSULT THE CHICAGO FACT BOOK AND COMMUNITY INVENTORY PUBLISHED BY THE UNIVERSITY OF CHICAGO AND LIST THE ETHNIC GROUPS WHICH MAKE UP THE POPULATION OF CHICAGO. REPORT ON THE CONTRIBUTION WHICH THESE VARIOUS GROUPS HAVE MADE TO THE CITY OF CHICAGO.

HAVE A CONFERENCE WITH THE IN-MIGRATION DIVISION OF THE CHICAGO COMMISSION ON HUMAN RELATIONS AND FIND OUT THE PRESENT DAY POPULATION TRENDS IN CHICAGO. SHOW THE DATA OBTAINED ON A MAP OF CHICAGO. WHAT HAVE THESE TRENDS TO DO WITH THE UNIT YOU ARE STUDYING?

NOTE THE VARIOUS ETHNIC GROUPS IN YOUR OWN BLOCK. HOW DO THESE NEIGHBORS GET ALONG WITH ONE ANOTHER? HOW DO YOU EXPLAIN THESE RELATIONSHIPS?

C. THE COST OF PREJUDICE AND DISCRIMINATION

OUR ACTIONS AT HOME ARE THE SOURCE OF PROPAGANDA ABROAD. HAVE A PANEL DISCUSSION ON: "INTOLERANCE THREATENS THE PRESTIGE OF THE UNITED STATES IN WORLD AFFAIRS."

THE ELMO ROPER POLL STATES THAT: "TEN DOLLARS OUT OF EVERY $75 PAY CHECK GOES TO PAY FOR THE COST OF DISCRIMINATION." HOW DO PREJUDICE AND DISCRIMINATION AFFECT THE COST OF LOCAL GOVERNMENT, OUR ECONOMY, OUR NATIONAL DEFENSE?

D. FACTORS WHICH ARE PROMOTING BETTER GROUP UNDERSTANDING IN THE UNITED STATES

MAKE A LIST OF ALL ORGANIZATIONS IN CHICAGO WHOSE PURPOSE IT IS TO INCREASE UNDERSTANDING BETWEEN GROUPS AND TO EMPHASIZE THE VALUE OF EACH CITIZEN. SECURE SAMPLES OF THEIR PROGRAMS AND EVALUATE THEM. (SEE THE DIRECTORY OF METROPOLITAN WELFARE COUNCIL).

WHAT IS BEING DONE TO ACQUIRE A BETTER UNDERSTANDING AND BETTER COOPERATION AMONG ALL GROUPS BY:

YOUR STUDENT COUNCIL
YOUR PRINCIPAL AND TEACHERS
YOUR FAMILY AND NEIGHBORS

MUSIC AND ART, IT HAS BEEN SAID, ARE UNIVERSAL LANGUAGES WHICH TEND TO UNITE MANKIND. GIVE INSTANCES SHOWING HOW THIS IS TRUE.

LIST THE CIVIL RIGHTS OF CITIZENS AS GIVEN IN THE BILL OF RIGHTS OF THE CONSTITUTION OF THE UNITED STATES. WHAT OTHERS HAVE BEEN ADDED IN LATER AMENDMENTS? SHOULD OTHERS BE ADDED?

CITE THE MOST IMPORTANT SUPREME COURT DECISIONS ON CIVIL RIGHTS IN: HOUSING, EDUCATION, VOTING IN PRIMARIES, PUBLIC TRANSPORTATION, AND SEGREGATION.

GIVE SPECIAL REPORTS ON RECENT LEGISLATION WHICH IS DESIGNED TO ELIMINATE DISCRIMINATION AGAINST MINORITY GROUPS.

CONTENT

C. THE COST OF PREJUDICE AND DISCRIMINATION

- LESSENS OUR INTERNATIONAL PRESTIGE
- LOWERS OUR NATIONAL PRODUCTION
- LOWERS BUYING POWER AND NATIONAL CONSUMPTION
- LESSENS NATIONAL UNITY
- DEPRIVES OUR CULTURE OF THE FULL CONTRIBUTIONS OF THE PARTIALLY EXCLUDED GROUPS
- CONTRIBUTES TO THE GROWTH OF SLUMS AND ENDANGERS HEALTH - PHYSICAL AND MENTAL
- RAISES THE COST OF POLICE, FIRE, HEALTH, AND WELFARE PROGRAMS

D. FACTORS WHICH ARE PROMOTING BETTER GROUP UNDERSTANDING IN THE UNITED STATES

- THE FINDINGS OF ANTHROPOLOGY, SOCIOLOGY, PSYCHOLOGY AND SOCIAL PSYCHOLOGY
- WORK OF VOLUNTARY CITIZEN GROUPS
- PROFESSIONAL ORGANIZATION SUPPORTED BY PRIVATE FUNDS
- GOVERNMENT AGENCIES CREATED TO WORK ON GROUP PROBLEMS -
  - CHICAGO COMMISSION ON HUMAN RELATIONS
  - ILLINOIS COMMISSION ON HUMAN RELATIONS
  - THE PRESIDENT'S COMMITTEE ON GOVERNMENT CONTRACTS
- UNITED NATIONS

E. What Can Be Done to Improve Group Relationships in the United States in the Future

Show how the following areas may be utilized to improve intergroup relations:

- Religion
- Science
- Law

Arrange a discussion between a committee from the class and a committee from the P.T.A. on ways in which pupils and parents can work for better human relations within the school and the community in which it is located.

Plan and give a school assembly for Brotherhood Week.

A vacancy in the Chicago Commission on Human Relations has been created. Submit the names of someone to fill the vacancy and justify your selection. Present a program which you would like to see implemented.

What false, erroneous, and vicious statements did Adolf Hitler and his associates spread about Indo-Europeans, Semites, and Aryans? How would you make sure in the future no group of people will be able to find an audience for distorted history? Explain carefully your program for such safeguards.

Read the philosophy of the Chicago Public Schools. How does it relate to the Declaration of Independence? What efforts are made in the schools to implement this philosophy?

Write an essay or make a speech, using as your theme one of the following quotations:

"Democracy declares that men, unequal in their endowments, shall be equal in their right to develop these endowments."

Henry Van Dyke

"....though the will of the majority is in all cases to prevail.... the minority possess their equal rights, which equal law must protect."

Thomas Jefferson

"The opportunity of each individual to obtain useful employment and to have access to services in the fields of education, housing, health, recreation, and transportation, whether available free or at a price, must be provided with complete disregard for race, color, creed, and national origin."

President's Commission on Civil Rights

UNDERSTANDINGS

CONTENT

THE EDUCATIONAL PROGRAM OF THE SCHOOLS
  PHILOSOPHY OF THE CHICAGO PUBLIC SCHOOLS
  APPLICATION WITHIN THE SCHOOL

E. WHAT CAN BE DONE TO IMPROVE GROUP RELATIONSHIPS IN THE UNITED STATES IN THE FOLLOWING AREAS:

EMPLOYMENT

ECONOMIC SECURITY

LEGISLATION

SOCIAL STATUS OF CITIZENS

EDUCATION

DEVELOPMENTAL VOCABULARY

ACCOMODATION

ANTIPATHY

ASSIMILATION

BIASED

BIGOTRY

CULTURE

DEMOGRAPHIC

DISCRIMINATION

ETHNIC

INTEGRATION

INTERCULTURAL

INTOLERANT

MELTING POT

NATIONALITY

PREJUDICE

RACE

SCAPEGOAT

SEGREGATION

SOCIAL ANTHROPOLOGIST

TOLERANT

WHIPPING-BOY

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NATIONAL DEFENSE IN A SHRINKING WORLD

Understandings

National defense is a crucial problem in today's world.

The Constitution of the United States divides the powers of defense between Congress and the President.

The nature of our national defense has been greatly changed due to the impact of science and technology.

This change has resulted in great emphasis upon education, especially in the area of science.

The character of modern warfare makes civil defense an important phase of our national defense program

Civil defense is a task which is shared by national, state, and local authorities.

A stable and strong economy is essential to our national defense.

Appreciations, Attitudes, and Skills

To develop appreciation of the important role of national defense in the space age

To develop a willingness to cooperate with all who are engaged in providing for our national defense

To develop ability to ascertain cause and effect relationships and to refrain from oversimplifying the same

To develop skill in the use of social studies vocabulary

To develop skill in keeping in mind a series of related ideas

Content

A. The place of defense in the United States today

The role of the United States as leader of the free world

Provisions in the budget for national defense

Changes in the nature of our defense

B. Provisions in the Constitution of the United States for defense

Powers assigned to Congress

Powers assigned to the President

C. The changing nature of our national defense

The impact of the atomic and space age

The impact of our world commitments

D. Provisions made for national defense since World War II

The Atomic Energy Commission, 1946

The National Security Act, 1947

The Universal Military Training and Service Act, 1951

The Armed Forces Reserve Act, 1952

The Reserve Forces Act, 1955

SUGGESTED LEARNING EXPERIENCES

Theodore Roosevelt said, "The only possible way by which to enable us to live at peace with other nations is to develop our strength in order that we may defend our rights." How do you react to this statement. Discuss it informally.

Write an editorial upon the importance of national defense in the United States today.

Examine the budget of the federal government and note the proportion of our income which is allotted to national defense. Compare with appropriations in earlier budgets. Account for the difference.

Why did the makers of our Constitution assign the power to declare war to Congress? To whom is the power assigned in other governments?

What other powers assigned to Congress in Article I, Section 8, relate to national defense? Would you favor any enlargement or curtailment of these powers? Justify your answer.

Write an editorial upon the important role of the President in national defense.

In view of this important role of the President, what additional qualifications would you set up for the presidency?

Why do changes in technology make the problem of national defense more difficult?

Walter Lippmann has made the statement that our commitments should be matched by our ability to fulfill them. What commitments has the United States made regarding the defense of other nations? How do these commitments affect the problem of our national defense?

Explain the organization and work of the Atomic Energy Commission. If you were the President, what type of man would you appoint on this commission?

Discuss some governmental problems resulting from the development of nuclear weapons.

Outline the provisions of the National Security Act of 1947. How was it amended in 1949?

Do you approve of the law that forbids the President appointing as Secretary of Defense anyone in the armed forces? Why or why not? Why was the prohibition waived in the appointment of General Marshall in 1950?

What assistants does the Secretary of Defense have for specialized functions?

CONTENT

THE NATIONAL AERONAUTICS AND SPACE ADMINISTRATION, 1958

THE NATIONAL DEFENSE EDUCATION ACT, 1958

E. THE PLACE OF CIVIL DEFENSE IN THE WORLD OF TODAY - THE FEDERAL CIVIL DEFENSE ADMINISTRATION

F. GEARING OUR ECONOMY TO THE DEMANDS OF NATIONAL DEFENSE - THE OFFICE OF DEFENSE MOBILIZATION

Explain the role of the Joint Chiefs of Staff in our national defense.

What is the National Security Council? Give biographical sketches of the members of the National Security Council. What generalizations may be drawn from these sketches regarding the type of man necessary for membership of this council? Why did Congress make the Vice-President a member of the National Security Council?

Describe the organization and work of the Central Intelligence Agency. Report on some of its activities during the last year.

What changes have the Universal Military Training and Service Act, the Armed Forces Reserve Act, and the Reserve Forces Act made in the lives of young men in the United States?

How does the American obligation of military service compare with that of other countries?

Have a round table discussion of the value of compulsory military training in our program of national defense.

Describe the work of the National Aeronautics and Space Administration. Give a special report on some of its activities during the current year.

Explain the strategic importance of the Nike missile in our defense.

How has technological change in warfare, viz., missiles, etc., changed the conception of national defense?

What new equipment has your school received as a result of the National Defense Education Act? How is this related to the problem of national defense? Read the text of the bill and note how it encourages higher education.

Why is civil defense important in consideration of today's warfare? What are some problems with which civil defense is concerned?

Explain the work of the Federal Civil Defense Administration.

Show on a map the civil defense areas in the United States.

What is the master plan for civil defense in the city of Chicago?

Considering a possible hydrogen bomb explosion in Chicago, do you think our civil defense system would be adequate to deal with the situation? Why or why not?

Interview the school official responsible for putting into effect civil defense training in the school and report to the class on the scope of his work.

Describe the role the student government could play in developing more cooperative attitudes regarding student participation in civil defense

WHAT MEASURES HAVE BEEN TAKEN TO GEAR THE ECONOMY TO THE NEEDS OF NATIONAL DEFENSE? DESCRIBE THE WORK OF THE OFFICE OF DEFENSE MOBILIZATION. OUTLINE THE WORK OF THE FOUR MAJOR DIVISIONS OF THIS OFFICE.

DESCRIBE THE USE OF THE RAILROADS IN OUR MOBILE DEFENSE PROGRAM IN THE SPACE AGE.

THOMAS PAINE SAID: "WHAT WE OBTAIN TOO CHEAPLY WE ESTEEM TOO LIGHTLY; IT IS DEARNESS ONLY THAT GIVES EVERYTHING ITS VALUE. HEAVEN KNOWS HOW TO PUT A PROPER PRICE UPON ITS GOODS; AND IT WOULD BE STRANGE INDEED IF SO CELESTIAL AN ARTICLE AS FREEDOM SHOULD NOT BE HIGHLY RATED." IN THE LIGHT OF THIS STATEMENT, JUSTIFY OUR EXPENDITURES OF TIME, MONEY, AND BRAINS ON NATIONAL DEFENSE.

DEVELOPMENTAL VOCABULARY

ALLOCATIONS

"BRINKMANSHIP"

CENTO

CIVIL DEFENSE

CONSCRIPTION

"FALL-OUT"

GUIDED MISSILE

LIMITED WAR

LOGISTICS

MOBILIZATION

NATIONAL GUARD

NATIONAL SECURITY

NATO

NIKE

NUCLEAR WEAPONS

OUTER SPACE

POLARIS MISSILE

PRIORITIES

RIO

SAC

SCAPE

SELECTIVE SERVICE

SHAPE

SPACE AGE

STOCKPILE

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2

INTERNATIONAL RELATIONS IN THE SPACE AGE

Understandings

Since the end of World War II, the peoples of the world have been in a period of revolutionary upheaval and new nations are being created constantly from disintegrating colonial empires.

Close to a billion people, willingly or unwillingly, are under Communist control.

Man lives with constant fear of a nuclear war that will destroy the world.

Millions of people, suffering from poverty, disease, and malnutrition, are waiting for modern science and technology to be used to raise their living standards.

The United States has been catapulted into a position of world leadership for the democracies of the world.

The increasing evidence of world tension requires a United States foreign policy that is based on keen insight into current world issues, and their roots and an understanding of the peoples of the world.

The people of the United States will be asked to understand and to support a twofold program of (1) strong military defense and (2) flexible diplomacy based on an understanding of the history, traditions, religious beliefs, moral values, and institutions or present day nations.

Appreciations, Attitudes, and Skills

To develop appreciation of the aspirations and problems of colonial peoples

Content

A. Changes in the status of nations since World War II
   - Disintegration of colonial empires
   - Rise of new nations
     - Type of government chosen
     - Difficulty in maintaining stability

B. The new balance of power
   - Democracies
   - Communist nations
   - Neutral powers
   - Part played by newly created nations

C. The fear of war in the contemporary world
   - Atomic and nuclear weapons
   - Biological warfare
   - Psychological tensions
   - Economic and political clashes

D. Efforts to prevent war
   - Diplomacy
     - Personal
     - President's role
     - Vice President's role
     - Foreign service
     - International conferences
   - Arbitration
   - Balance of power
   - Disarmament
   - Collective security organizations

SUGGESTED LEARNING EXPERIENCES

A. Changes in the Status of Nations Since World War I

Identify on a map of the world, the nations which have gained independence since World War II. Give oral reports about each of these nations.

What difficulties are these nations encountering in their efforts to maintain political and economic stability?

Identify on a map present trouble spots.

Evaluate the role colonialism played in determining the philosophy of government chosem by new nations.

How can different cultures found within some of these new nations be molded into a unified national state?

B. The New Balance of Power

Define the term "balance of power." Explain the balance of power before World War II. On a chart, show the balance of power today.

Evaluate the effectiveness of balance of power in preventing war.

On a map of the world locate the neutral nations. Use a color scheme to identify (1) the nations you believe are sincere in adhering to neutrality and (2) the nations whose actions indicate a "watch and wait" policy.

C. The Fear of War in the Contemporary World

Show the cost of World War II in casualties, destruction of property, displacement of persons, and expenditures of money. What is the impact of war on the individual?

Describe the new type of weapons of war in the space age. Why have they increased man's fear of war?

To what extent have the scientific achievements intensified the tension between nations?

What is meant by economic infiltration? Show how the Communists are using this to attain their objective of world domination.

How do Communist party organizations in neutral and democratic countries serve the Soviet foreign policy?

APPRECIATIONS, ATTITUDES, AND SKILLS

TO DEVELOP APPRECIATION OF THE VARIOUS CULTURES AND THEIR PLACE IN A SHRINKING WORLD

TO DEVELOP APPRECIATION OF THE CHANGES IN INTERNATIONAL RELATIONS RESULTING FROM THE DISCOVERY OF THE ATOM.

TO DEVELOP AN AWARENESS OF THE NECESSITY OF AIDING UNDERDEVELOPED COUNTRIES

TO DEVELOP AWARENESS OF THE NECESSITY OF MAKING DIFFICULT CHOICES AND ACTING WITH MORAL COURAGE

TO DEVELOP AN APPRECIATION OF THE EFFORTS OF THE UNITED STATES TO APPLY DEMOCRATIC PRINCIPLES TO INTERNATIONAL RELATIONS

TO DEVELOP SKILL IN LOCATING, SELECTING, ANALYZING, AND USING PERTINENT DATA TO UNDERSTAND WORLD PROBLEMS

TO DEVELOP SKILL IN THE USE OF SOCIAL STUDIES VOCABULARY

TO DEVELOP THE ABILITY TO COMPARE MAPS AND MAKE INFERENCES

CONTENT

MARSHALLING PUBLIC OPINION

E. THE OBJECTIVES OF AMERICAN FOREIGN POLICY IN THE CONTEMPORARY WORLD

PEACE

NATIONAL SECURITY

F. CURRENT PLANS FOR REACHING THE OBJECTIVES

PARTICIPATION IN THE UNITED NATIONS

RESISTING COMMUNIST AGGRESSION

OTHERS

D. EFFORTS TO PREVENT WAR

DEFINE DIPLOMACY. SHOW THE ROLE OF THE PRESIDENT AND THE DEPARTMENT OF STATE IN IMPLEMENTING DIPLOMACY. HOW DOES AN AMERICAN CITIZEN PARTICIPATE IN "DIPLOMACY MAKING?"

PERSONAL DIPLOMACY HAS ADDED A "NEW APPROACH" TO RESOLVING WORLD TENSIONS. DESCRIBE THE ACTIVITIES OF OUR PRESIDENT AND VICE PRESIDENT IN THIS AREA OF FOREIGN RELATIONS.

GIVE A REPORT OF THE SUMMIT CONFERENCE OF 1955. WHY DID THE SUMMIT CONFERENCE OF 1960 FAIL TO MATERIALIZE?

DEFINE ARBITRATION. CITE EXAMPLES OF INTERNATIONAL DISPUTES THAT HAVE BEEN SETTLED BY ARBITRATION.

WHAT IS THE RELATION OF DISARMAMENT TO THE PROBLEM OF INTERNATIONAL CONTROL OF ATOMIC ENERGY?

COLLECT NEWSPAPER ARTICLES DEALING WITH THE PROBLEM OF DISARMAMENT. WHAT CONCLUSIONS CAN YOU REACH REGARDING THE POSITION OF NATIONS ON THIS IMPORTANT QUESTION?

WHAT IS COLLECTIVE SECURITY? HOW DOES THE UNITED NATIONS CARRY OUT ITS PRECEPTS?

E. THE OBJECTIVES OF AMERICAN FOREIGN POLICY IN THE CONTEMPORARY WORLD

DESCRIBE PRESIDENT EISENHOWER'S "ATOMS FOR PEACE" PLAN. HOW HAVE THE VARIOUS NATIONS OF THE WORLD RESPONDED TO THIS PLAN?

WHAT IS THE INTERNATIONAL ATOMIC DEVELOPMENT AUTHORITY? WHY DID THE UNITED STATES PROPOSE SUCH AN ORGANIZATION? WHAT IS THE ATTITUDE OF RUSSIA TOWARD SOME OF ITS PROVISIONS?

WHAT DEFENSE TREATIES HAS THE UNITED STATES MADE WITH COUNTRIES IN THE FAR EAST? WHY ARE THEY CONSIDERED A PART OF OUR NATIONAL DEFENSE?

SHOW ON A WORLD MAP THE FOLLOWING REGIONAL SECURITY PACTS WHICH ARE A PART OF OUR DEFENSE:

NATO SEATO ANZUS OAS CENTO

IDENTIFY THE RESPONSIBILITIES WHICH THE UNITED STATES HAS ASSUMED IN JOINING THESE PACTS.

F. CURRENT PLANS FOR REACHING THE OBJECTIVES

DESCRIBE THE ROLE OF THE UNITED STATES IN THE CREATION AND ACTIVITIES OF THE UNITED NATIONS.

SHOW THE RELATIONSHIP BETWEEN THE MAIN ORGANS OF THE UNITED NATIONS AND THE FOLLOWING DEVICES USED TO REDUCE OR PREVENT INTERNATIONAL WARS:

DIPLOMACY
ARBITRATION
DISARMAMENT
PUBLIC OPINION
INTERNATIONAL CONFERENCES
DEVELOPMENT OF SELF-GOVERNMENT
CONTROL OF THREATS TO PEACE AND SECURITY
THE USE OF UNITED NATION'S TROOPS

IDENTIFY THE FOLLOWING ORGANIZATIONS AND SHOW IN A WRITTEN PAPER WHAT SOME OF THEM ARE TRYING TO ACCOMPLISH:

UNRA
FAO
ERP
IRO
UNESCO
ICEF
ILO
ICJ
ECA
UPU
WHO
ICAO
ITO
UNICEF

GIVE SPECIAL REPORTS ON THE WORK OF:

THE INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
THE INTERNATIONAL MONETARY FUND

HOLD AN IMAGINARY SESSION OF THE SECURITY COUNCIL OF THE UNITED NATIONS IN WHICH THE ELEVEN PERMANENT AND NON-PERMANENT MEMBERS DISCUSS A HIGHLY CONTROVERSIAL QUESTION WHICH AFFECTS INTERNATIONAL PEACE AND SECURITY.

IN THE LIGHT OF YOUR STUDY OF THIS UNIT, WRITE AN ESSAY UPON DWIGHT D. EISENHOWER'S STATEMENT: "THERE IS NO LONGER ANY ALTERNATIVE TO PEACE."

DEVELOPMENTAL VOCABULARY

ANZUS

ARAB FEDERATION

ARBITRATION

ATOMIC ENERGY COMMISSION

BALANCE OF POWER

CENTO

COEXISTENCE

COLD WAR

COLLECTIVE SECURITY

COLONIALS

CONTAINMENT

DISARMAMENT

ECONOMIC INFILTRATION

EISENHOWER DOCTRINE

EMERGING AFRICA

FOREIGN AID

IMPERIALISM

IRON CURTAIN

MARSHALL PLAN

MILITARISM

NATIONALISM

NATO

NEUTRALITY

NUCLEAR

POLICE ACTION

POINT FOUR

POTSDAM AGREEMENT

RIO

SAC

SATELLITE

SCAPE

SEATO

SHAPE

SOVEREIGN

SPUTNIK

TRUMAN DOCTRINE

UNDERDEVELOPED NATION

UNESCO

UAR

VETO

WARSAW PACT

YALTA PACT

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MAINTAINING ECONOMIC SECURITY IN TODAY'S WORLD

UNDERSTANDINGS

VARIOUS FACTORS IN OUR MODERN SOCIETY HAVE MULTIPLIED AND INTENSIFIED THE PROBLEMS OF PROVIDING FOR ECONOMIC SECURITY.

THERE ARE MANY PRIVATE AGENCIES WHICH PROVIDE METHODS OF SHARING ECONOMIC RISKS.

GOVERNMENTAL UNITS HAVE ASSUMED BROAD RESPONSIBILITIES IN THEIR ATTEMPT TO REDUCE ECONOMIC RISK.

APPRECIATIONS, ATTITUDES, AND SKILLS

TO DEVELOP APPRECIATION OF THE FACTORS RESPONSIBLE FOR DEPENDENCY IN OUR ECONOMIC SOCIETY AND THE METHODS WHICH HAVE BEEN EMPLOYED TO COPE WITH THEM

TO DEVELOP THE ABILITY AND WILLINGNESS TO MEET THESE RISKS THROUGH INDIVIDUAL AND COOPERATIVE EFFORTS

TO DEVELOP ABILITY TO PLAN AND MANAGE PERSONAL FINANCES

TO DEVELOP SKILL IN LOCATING VALID SOURCES OF INFORMATION REGARDING OUR ECONOMIC SYSTEM

TO DEVELOP ABILITY TO EVALUATE INFORMATION ABOUT OUR ECONOMIC SYSTEM PROVIDED THROUGH MASS MEDIA OF COMMUNICATION

CONTENT

A. GROUPS MOST LIKELY TO BE DEPENDENT IN THE UNITED STATES

- THE AGED
- CHILDREN WHOSE PARENTS CANNOT SUPPORT THEM ADEQUATELY

- THE HANDICAPPED
- THE UNEMPLOYED
- THOSE WHO HAVE INJURIES OR ILLNESS

B. OBTAINING SECURITY THROUGH SAVINGS AND INVESTMENTS

- BONDS
  - GOVERNMENT
  - PRIVATE
- BANKS
- CREDIT UNIONS AND BUILDING AND LOAN ASSOCIATIONS
- STOCKS
- REAL ESTATE
- EVALUATING INVESTMENTS

C. SECURITY THROUGH INSURANCE

- THE PRINCIPLE OF INSURANCE
- KINDS OF INSURANCE
  - ORDINARY: TERM, WHOLE LIFE-LIMITED PAYMENT ENDOWMENT
- GROUP INSURANCE
- INDUSTRIAL INSURANCE
- PLANNING AN INSURANCE PROGRAM

D. SECURITY PROVIDED BY THE GOVERNMENT

- OLD AGE INSURANCE
- UNEMPLOYMENT INSURANCE
- PUBLIC ASSISTANCE FUNDS
- HEALTH, WELFARE, AND REHABILITATION
- MINIMUM WAGE LAWS
- FAIR LABOR STANDARDS
- UNEMPLOYMENT COMPENSATION

SUGGESTED LEARNING EXPERIENCES

A. GROUPS MOST LIKELY TO BE DEPENDENT IN THE UNITED STATES

PREPARE CHARTS AND/OR GRAPHS FROM STATISTICAL SOURCE SHOWING:

A. INCREASING PROPORTION OF OLDER GROUPS IN OUR POPULATION
B. EXTENT OF UNEMPLOYMENT FROM 1950 TO THE PRESENT
C. ANNUAL WORK DAYS LOST DUE TO INJURIES AND ILLNESS

GIVE SPECIAL REPORTS ON THE EFFORTS BEING MADE IN YOUR COMMUNITY AND OTHER COMMUNITIES TO PREPARE HANDICAPPED PEOPLE FOR JOBS AND TO PROVIDE JOBS FOR THESE PEOPLE.

HOW ARE DEPENDENT CHILDREN CARED FOR IN ILLINOIS? IN OTHER STATES? EVALUATE THESE PLANS.

B. OBTAINING SECURITY THROUGH SAVINGS AND INVESTMENTS

DIFFERENTIATE BETWEEN A SAVINGS BANK AND A SAVINGS AND LOAN ASSOCIATION, BETWEEN STOCKS AND BONDS, BETWEEN PREFERRED STOCK AND COMMON STOCK. WHAT IS A MUTUAL FUND? SHOW THE RELATIVE ADVANTAGES AND DISADVANTAGES OF EACH.

PREPARE A REPORT ON THE SERVICES BANKS PROVIDE.

IN ORDER THAT THE CLASS MAY DEVELOP A BETTER INSIGHT INTO THE PROBLEMS OF CREDIT AND FINANCE, HAVE A COMMITTEE OF STUDENTS INTERVIEW THE FOLLOWING PEOPLE AND REPORT THEIR FINDINGS:

A. CREDIT MEN IN RETAIL STORES
B. CREDIT MEN IN LOAN COMPANY OFFICES
C. A JUDGE IN FAMILY COURT
D. AN OFFICER IN THE SMALL LOAN DEPARTMENT OF A BANK OR SAVINGS AND LOAN ASSOCIATION.

THE FOLLOWING QUESTIONS MIGHT BE ASKED:

(1) WHAT IS THE AGE OF MOST BORROWERS?
(2) FOR WHAT PURPOSE DO THEY BORROW MONEY?
(3) WHAT IS THE AVERAGE LOAN?
(4) HOW DO THEY PLAN TO PAY BACK THE MONEY?

HAVE A ROUND TABLE DISCUSSION OF THE VARIOUS ASPECTS OF REAL ESTATE AS AN INVESTMENT.

WHAT PROTECTION DOES THE GOVERNMENT PROVIDE FOR INVESTORS?

SET UP A HOUSEHOLD BUDGET PLAN FOR A TYPICAL FAMILY OF FOUR PERSONS HAVING A TOTAL ANNUAL INCOME OF $5000. PLAN A SAVINGS PROGRAM THAT WILL PROVIDE AN INCOME OF $150 A MONTH AT AGE SIXTY.

CONTENT

E. PRIVATE AGENCIES WORKING TO PREVENT OR REDUCE DEPENDENCY

LABOR UNIONS
PENSION PLANS
RELIGIOUS, SOCIAL, AND FRATERNAL ORGANIZATIONS
PHILANTHROPIC ORGANIZATIONS

C. Security through Insurance

What is meant by "sharing the risk"? Show how this principle operates in the purchase of insurance.

Interview an insurance salesman concerning various types of insurance. Report your findings to the class. (Do not mention the company.)

Have the class prepare an insurance program for a family of five, giving the following information:

> 3 children; ages two, three and five; husband and wife thirty-four and thirty-three respectively; a family income of $6250 and paying $90 a month mortgage on a home. Have them explain why they desire such a program.

Most of the students will be very interested in a report on automobile insurance. Have one of them prepare a floor talk covering the following points:

A. Kinds of coverage and cost of it
B. Why premiums are higher for persons under twenty-five
C. Illinois state law requirements

D. Security Provided by the Government

Report on the subject "Social Security is not a new thing in the industrial world." Material for such a report can be found in the history of nineteenth century Europe.

Have a student who possesses a social security card tell others how to get one and the use that is made of it by an employer.

Invite a representative of the Social Security Board to talk to the class. Arrangements should be made far enough in advance to insure his availability. This office will also supply the class with up-to-the-minute printed material. They will also provide a teaching unit upon request.

How far do you think we should go and can go in the establishment of minimum wages, old age insurance, unemployment insurance, public assistance funds without destroying individual responsibility? Consider the problems in terms of the payer as well. Organize a panel which will reflect various points of view with regard to these problems.

E. Private Agencies Working to Prevent or Reduce Dependency

Have a committee investigate the pension plans of Sears, Roebuck, and Company and the Illinois Bell Telephone Company. The report could easily take the form of a comparison and contrast.

FIND OUT WHAT PROVISIONS HAVE BEEN MADE BY LABOR UNIONS TO PROTECT MEMBERS. EXAMINE THE WELFARE PROGRAM OF A UNION AND REPORT YOUR FINDINGS TO THE CLASS.

REPORT ON THE EFFORTS MADE BY RELIGIOUS, SOCIAL, AND FRATERNAL ORGANIZATIONS TO PREVENT OR REDUCE DEPENDENCY.

DISCUSS THE ROLE OF EDUCATION AS A FACTOR IN ENABLING PEOPLE TO MAINTAIN ECONOMIC SECURITY IN TODAY'S WORLD.

DEVELOPMENTAL VOCABULARY

BONDS

CASH SURRENDER VALUE

COMPENSATION

DIVIDENDS

ENDOWMENT

INTEREST

PREMIUMS

STOCK

TERM INSURANCE

WHOLE LIFE INSURANCE

SUGGESTED LEARNING ACTIVITIES

A. The United States Constitution an Aid to Industrial Development

Read the United States Constitution and list those provisions which you feel directly or indirectly relate to the development of American free enterprise.

How may these provisions be interpreted to meet the various changes in our industrial life?

How do our copyright and patent laws encourage free enterprise?

Review court decisions which relate to labor-management relations during this development.

B. Growth and Development of American Labor Unions

Parallel the industrial growth of the United States with the history of the trade union movement in our country.

Write a brief biographical sketch of the following labor leaders: Samuel Gompers, William Green, John L. Lewis, Alex F. Whitney, Bill Haywood, Philip Murray, Walter Reuther, and George Meany.

Interview a member of a labor union and find out: cost of initiation, monthly dues, and methods used to secure member participation in activities which promote the welfare of union members.

Investigate the apprenticeship regulations of a union. Post on the bulletin board an outline of the procedure under which a young man or woman may affiliate with this union and learn a craft or trade. Why do labor unions emphasize the need for more education of their members?

What contributions has the trade union movement made to adult education?

Why do certain labor unions remain independent of national organization? What are the advantages and disadvantages of such a position?

Show how the following federal laws have influenced the trade union movement:

The Norris LaGuardia Act of 1932
The Wagner Act of 1935
The Taft-Hartley Act of 1947

How did the Labor Reform Act of 1959 strengthen the Taft-Hartley Act and provide a "bill of rights" for union members?

Compare the role of trade unions in the United States with that in the U.S.S.R. How do our labor and management unions reflect our belief in the freedom of the individual?

CONTENT

C. EMPLOYER ACTIVITIES

TYPES OF ORGANIZATION LESS UNIFORM THAN AMONG LABOR GROUPS
- ASSOCIATIONS OF EMPLOYERS IN RELATED INDUSTRIES
- GENERAL ORGANIZATIONS OF INDIVIDUAL EMPLOYERS

MAJOR EMPLOYERS' ORGANIZATIONS IN THE UNITED STATES
- NATIONAL ASSOCIATION OF MANUFACTURERS
- UNITED STATES CHAMBER OF COMMERCE
- STATE AND LOCAL EMPLOYERS' ASSOCIATIONS

SOME ACTIVITIES AND PROGRAM OF EMPLOYERS' ASSOCIATIONS

D. SETTLING DIFFERENCES BETWEEN CAPITAL AND LABOR

VOLUNTARY PROCEDURES
- COLLECTIVE BARGAINING
- MEDIATION
- ARBITRATION

LESS SATISFACTORY METHODS
- STRIKES AND PICKETING
- BOYCOTTS
- LOCKOUTS

FEDERAL AND STATE CONTROLS

E. CONTRIBUTIONS OF LABOR AND MANAGEMENT TO AMERICAN INDUSTRIAL SUPREMACY

CONTRIBUTIONS TO RESEARCH

ROLE OF LABOR AND INDUSTRY IN AN EDUCATIONAL PROGRAM

F. FACING THE FUTURE

CHANGES TAKING PLACE IN KINDS OF JOBS AVAILABLE

EFFORTS TO PREPARE PEOPLE FOR FUTURE JOBS

BROADENING OPPORTUNITIES FOR WOMEN AND OLDER PERSONS TO PARTICIPATE IN THE ECONOMY

INTERVIEW SOME LABOR LEADER IN CHICAGO AND FIND OUT WHAT HIS UNION IS DOING TO PROMOTE EDUCATION.

C. EMPLOYER ACTIVITIES

HAVE A MEMBER OF THE CLASS WRITE TO THE NATIONAL ASSOCIATION OF MANUFACTURERS AND TO THE UNITED STATES CHAMBER OF COMMERCE FOR LITERATURE DESCRIBING THEIR OBJECTIVES. HAVE HIM REPORT HIS FINDINGS TO THE CLASS.

HAVE COMMITTEES FROM THE CLASS SELECT CERTAIN EMPLOYER ORGANIZATIONS, REVIEWING THEIR ORIGIN, THEIR HISTORY, THEIR ACHIEVEMENTS.

GIVE A REPORT ON MANAGEMENT LEADERS WHO HAVE MADE NOTABLE CONTRIBUTIONS TO LABOR-MANAGEMENT UNDERSTANDING.

THE RESULTS OF INDUSTRIAL RESEARCH ARE NEW PRODUCTS, IMPROVED PRODUCTS, AND BETTER METHODS OF PRODUCTION. READ THE NEWSPAPERS AND MAGAZINES FOR EXAMPLES OF EACH OF THESE RESULTS.

VISIT SOME OF THE INDUSTRIAL PLANTS IN YOUR COMMUNITY AND FIND OUT WHAT THEY ARE DOING TO IMPROVE THE EDUCATION OF THEIR EMPLOYEES.

EXAMINE REPORTS OF INDUSTRIES AND FIND OUT HOW MUCH OF THEIR BUDGET IS APPROPRIATED TO EDUCATION. WHAT DOES THIS TELL YOU REGARDING THE VALUE OF EDUCATION TO INDUSTRY?

SHOW HOW BUSINESS THROUGH RESEARCH AND EDUCATION HAS RAISED THE STANDARD OF LIVING FOR PEOPLE THROUGHOUT THE WORLD.

D. SETTLING DIFFERENCES BETWEEN CAPITAL AND LABOR

IN WHAT WAY HAS THE RELATIONSHIP BETWEEN LABOR AND MANAGEMENT BEEN CHANGED BY GROWTH AND DEVELOPMENT OF THE LARGE CORPORATION WITH ITS MANY STOCKHOLDERS. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF THESE CHANGES?

LIST THE VARIOUS METHODS USED ON A VOLUNTARY BASIS TO SETTLE LABOR-MANAGEMENT PROBLEMS AND EVALUATE THEIR EFFECTIVENESS.

ORGANIZE THE CLASS INTO EMPLOYEE AND EMPLOYER GROUPS. HAVE THE EMPLOYEE GROUP PREPARE A LIST OF REQUESTS WHICH THEY WANT THE EMPLOYERS TO PUT INTO OPERATION AND THE EMPLOYER GROUP DRAW UP A LIST OF REQUESTS WHICH THEY WANT THE EMPLOYEES TO PUT INTO OPERATION. THROUGH CONFERENCES WITH REPRESENTATIVE OF THESE GROUPS, HAVE THEM SETTLE THEIR DIFFERENCES.

WHAT AGENCIES HAVE BEEN CREATED BY THE FEDERAL GOVERNMENT TO HELP SOLVE PROBLEMS THAT OCCUR IN LABOR-MANAGEMENT RELATIONS? LIST SOME OF THE STEPS AND DISCUSS THE DIFFICULTIES ENCOUNTERED BY THESE AGENCIES.

DRAMATIZE A HEARING BEFORE THE NATIONAL LABOR RELATIONS BOARD.

WHAT ARE "RIGHT TO WORK" LAWS? SHOW THE POSITION OF LABOR AND MANAGEMENT IN REGARD TO THESE LAWS.

What recent acts of the Illinois General Assembly pertain to labor-management relations?

What is the city of Chicago doing to improve labor-management relations?

Bring to class newspaper or magazine articles dealing with current labor conditions or problems. Report on the various interpretations placed upon the same problem by different writers. What does this tell us regarding the oft-repeated statement, "The facts speak for themselves?"

Arrange a bulletin board display of items relating to labor-management relations. Show how these relations are reflecting our democratic principles. What changes have taken place in labor-management cooperation since 1865?

Use statistics from a recent dispute between labor and management to show how differently the two groups interpreted these statistics. Discuss causes of difference in interpretation.

E. Contributions of Labor and Management to American Industrial Supremacy

Why is the maintenance of American Industrial Supremacy necessary to our national defense?

Explain the organizations and outline the scope of the work of the Department of Commerce and Labor.

Discuss the origin and purpose of Labor Day. How successfully does it carry out the purpose for which it was established? What measures can be taken to utilize this day to increase cooperation between labor and management for the general welfare?

F. Facing the Future

What implications has automation for employment opportunities for skilled and unskilled workers? What implications has it for education?

Check the employment trends in major occupations as shown in the reports of the Bureau of Labor Statistics, United States Department of Labor. How do you account for these trends?

What efforts are being made to expand the employment of women, older people, handicapped people? Do you think this trend will continue? Why or why not?

Today we have about 700,000 engineers in the United States. It is estimated that by 1975 we should have about 2,000,000. What does this presuppose? Outline a program whereby we can secure this needed number using methods appropriate to a democratic society.

DEVELOPMENTAL VOCABULARY

ARBITRATION

BLACK LIST

BOYCOTT

CHECKOUT

CLOSED SHOP

COLLECTIVE BARGAINING

CRAFT UNION

ESCALATOR CLAUSE

FEATHERBEDDING

GUILD

INDUSTRIAL UNION

INJUNCTION

JURISDICTIONAL STRIKE

LAISSEZ FAIRE

LOCKOUT

MEDIATION

OPEN SHOP

PICKETING

RIGHT TO WORK

SKILLED TRADE

STRIKE

"SWEETHEART CONTRACT"

"YELLOW DOG CONTRACT"

UNION

WELFARE CLAUSE

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THE ROLE OF STABLE FAMILIES IN MAINTAINING OUR DEMOCRATIC SOCIETY

Understandings

The family is the most important social institution in the American nation.

The changing panorama of American history is reflected in changing family life.

Adequate housing is an outward expression of family security.

The members of the family have certain responsibilities to one another, to the community, and to the nation.

A happy, harmonious family is the best guarantee of a stable national life.

Good citizenship in the home is requisite to good citizenship in the nation.

Attitudes, Appreciations, and Skills

To appreciate the worth of each individual in the family

To develop cooperative attitudes toward family responsibilities now and in the future

To develop awareness of the fact that ability to work in a family group is a preparation for work in larger social groups

To appreciate the value of economic competence in the maintainance of a stable family

To appreciate the role of compromise in maintaining family unity

Content

A. Historical aspects of family development

- The Hebrew family as shown in the stories of Abraham, Jacob, and Ruth
- The typical Greek and Roman family as shown by Homer and Plutarch
- Family life in the American colonial period
  - The family as an economic unit
  - The role of the father, mother, children
- Changes brought about by industrialization
  - Effect upon family unity
  - Effect upon the role of the father, mother, children
  - Effect upon the standard of living

B. Some present-day trends in family living

- Marriage at an early age
- Change in size of family
- Democratic rather than authoritarian attitudes
- Lack of family unity
- Lack of cohesiveness between generations
- Increased divorce

SUGGESTED LEARNING EXPERIENCES

A. HISTORICAL ASPECTS OF FAMILY DEVELOPMENT

DRAW SEVERAL ILLUSTRATIONS TO SHOW THE HISTORICAL EVOLUTION OF THE FAMILY.

THE ROLE AND POSITION OF THE FATHER AND MOTHER IN THE FAMILY HAS GREATLY CHANGED THROUGH HISTORY AND EVEN AT THE PRESENT TIME DIFFERS FROM COUNTRY TO COUNTRY. CITE EXAMPLES OF THESE CHANGES AND EXPLAIN THE VARIOUS FACTORS WHICH HAVE CAUSED SUCH CHANGES TO TAKE PLACE. EVALUATE THESE CHANGES WITH REGARD TO THEIR EFFECT UPON FAMILY LIVING.

SHOW THE CHANGES IN THE ROLE OF YOUTH IN THE FAMILY AT VARIOUS TIMES IN HISTORY AND IN VARIOUS SECTIONS OF THE WORLD.

GIVE SPECIAL REPORTS ON FAMILY LIFE IN VARIOUS REGIONS OF THE WORLD, SHOWING THE EFFECTS OF GEOGRAPHY, CULTURE, AND HISTORICAL TRADITIONS ON THE PATTERN OF FAMILY LIFE.

WHAT CHANGES IN FAMILY LIVING WERE BROUGHT ABOUT BY INDUSTRIALIZATION?

WHAT DIFFERENCES IN FAMILY LIVING MAY BE SEEN IN AGRARIAN NATIONS AND INDUSTRIAL NATIONS? IN COMMUNIST COUNTRIES AND DEMOCRACIES?

HOW DID THE ENTRANCE OF WOMEN INTO INDUSTRY AFFECT CONDITIONS AT HOME? IN INDUSTRY?

PRESENT A ROUND TABLE DISCUSSION ON THE PROBLEMS A WOMAN FACES IN COMBINING A CAREER AND HOMEMAKING. WRITE A SOLILOQUY OF A WOMAN TRYING TO DECIDE WHETHER OR NOT TO GIVE UP HER POSITION IN THE PROFESSIONAL OR BUSINESS WORLD IN ORDER TO DEVOTE MORE TIME TO HOMEMAKING.

WHAT PROBLEMS CONFRONT CHILDREN IN A HOME WHERE THE MOTHER IS EMPLOYED OUTSIDE THE HOME? WHAT EFFORTS ARE BEING MADE TO SOLVE THESE PROBLEMS?

SELECT SOME MODERN INVENTION AND SHOW WHAT CHANGES IT HAS PRODUCED IN FAMILY LIVING. STATE WHETHER OR NOT, IN YOUR OPINION, IT HAS CAUSED AN IMPROVEMENT IN FAMILY LIVING. WHY OR WHY NOT?

B. SOME PRESENT DAY TRENDS IN FAMILY LIVING

PREPARE A FLOOR TALK ON ONE OF THE FOLLOWING:

THE DANGERS OF HASTY MARRIAGE
THE EFFECTS OF CITY LIFE ON THE FAMILY

COMPARE THE VARIOUS STATES AS TO THEIR MARRIAGE AND DIVORCE LAWS. WHAT PROVISIONS DO YOU CONSIDER BEST? WHAT PROVISIONS WOULD YOU ADD?

ATTITUDES, APPRECIATIONS, AND SKILLS

TO DEVELOP SKILL IN LOCATING AND ORGANIZING MATERIALS RELEVANT TO THE PROBLEM OF FAMILY LIVING

TO DEVELOP SKILL IN FORMULATING VALID INFERENCES AND GENERALIZATIONS REGARDING THE RELATIONSHIP OF FAMILY LIVING TO A MORE PERFECT UNION AND DOMESTIC TRANQUILITY

TO DEVELOP SKILL IN IDENTIFYING THE ATTEMPTS BEING MADE TO SUBSTITUTE DIALECTICAL MATERIALISM FOR ETHICAL FAMILY CONCEPTS

CONTENT

C. EFFECTS OF RECENT ECONOMIC TRENDS ON FAMILY LIVING

URBANIZATION

MOBILITY OF POPULATION

D. THE RELATION OF HOUSING TO FAMILY LIVING

THE GROWTH OF POPULATION IN PROPORTION TO AVAILABLE HOUSING

THE SOCIAL COST OF SUBSTANDARD HOUSING
- ILL HEALTH, INFANT MORTALITY, AND HIGH DEATH RATE
- CRIME AND JUVENILE DELINQUENCY
- EXCESSIVE TAX COSTS
- QUALITY OF LEADERSHIP
- EMOTIONAL DISTURBANCES
- ECONOMIC REPERCUSSIONS
  - LOWER PRODUCTION
  - LOWER PER CAPITA INCOME
  - LOWER STANDARD OF LIVING

EFFORTS OF PRIVATE CAPITAL TO SUPPLY HOMES
- HOME OWNERSHIP
- LOW RENTAL HOUSING BY LIFE INSURANCE COMPANIES AND OTHER ORGANIZATIONS
- COOPERATIVE AND PHILANTHROPIC HOUSING

THE ROLE OF THE GOVERNMENT IN PROVIDING HOUSING
- FEDERAL LEGISLATION
- STATE LEGISLATION
- SOCIAL LEGISLATION

EVALUATION OF THE CONTRIBUTION OF GOOD HOUSING TO THE MAINTENANCE OF GOOD FAMILY RELATIONS

Report on the procedure of your state in the granting of a marriage license. Show how this procedure is designed to protect both the individual and the public.

What is the function of the Court of Domestic Relations? What qualities should a judge in this type of court possess?

Debate: Resolved that there should be uniform federal marriage and divorce laws.

What changes have taken place in American family living since World War II? Identify those which you consider desirable and those which you consider undesirable?

In what way has family life been changed by the increased life expectancy? What are your responsibilities with regard to aged members of your family?

"The mature person in our society has what has been called a 'democratic personality' as opposed to an 'authoritarian personality'" How does discipline in the family contribute to the development of mature persons?

Define dialectical materialism. List its characteristics and show how the American family can guard against its infiltration into American life.

C. The Effects of Some Recent Economic Trends on Family Living

The 1950 census showed that fifty-six percent of all our people live in standard metropolitan areas, but that these areas occupy only seven percent of our total land area. What effect has this trend toward urbanization upon the pattern of family life in this country?

The census shows that divorce rates are higher in urban than in rural areas. What factors might account for this?

Why is so much juvenile delinquency found in urban areas?

One of every five families in the United States today has an annual change of address. How do you account for this fact?

What are the effects of this mobility of population upon family living? What can be done to overcome the ill effects of this mobility?

D. The Relation of Housing to Family Living

How does good housing promote good family living? Is good housing a sufficient requirement for good family living? Why or why not?

ATTITUDES, APPRECIATIONS, AND SKILLS

CONTENT

E. DEVELOPMENT OF COMPETENCIES AND ATTITUDES WHICH WILL CREATE GOOD FAMILY LIVING

DEVELOPMENT OF MUTUAL INTERESTS BY MEMBERS OF THE FAMILY

GOOD SENSE OF ECONOMIC VALUES

DEVELOPMENT OF MORAL AND SPIRITUAL VALUES

SENSITIVITY TO THE FEELINGS OF OTHERS

WILLINGNESS TO ASSUME RESPONSIBILITIES, OBLIGATIONS, AND SACRIFICES NECESSARY FOR GOOD FAMILY LIVING

E. THE RELATION OF GOOD FAMILY LIVING TO NATIONAL DEFENSE AND WELFARE

THE ROLE OF THE HOME IN THE DEVELOPMENT OF PHYSICAL, MENTAL, AND EMOTIONAL MATURITY NECESSARY TO NATIONAL DEFENSE

THE CORRELATION BETWEEN WORTHY HOME MEMBERSHIP AND WILLINGNESS TO ASSUME CIVIC RESPONSIBILITIES

HOW DO ARCHITECTURAL TRENDS REFLECT CHANGES IN FAMILY LIVING? CITE EXAMPLES.

PREPARE A SKIT ON THE PROCEDURE TO BE FOLLOWED IN BUYING A HOME. PUPILS CAN TAKE THE ROLES OF THE VARIOUS PERSONS INVOLVED: HUSBAND, WIFE, REAL ESTATE AGENT, AND LAWYER.

DISCUSS THE ADVANTAGES AND DISADVANTAGES OF OWNING YOUR HOME.

IDENTIFY THE AREAS OF RESIDENTIAL GROWTH IN CHICAGO. DESCRIBE THE NEW TYPE OF COMMUNITY PLANNING IN THESE AREAS.

WHAT LARGE PRIVATE HOUSING PROJECTS HAVE BEEN BUILT IN CHICAGO? HOW ARE THEY FINANCED? WHAT AID IS AVAILABLE FOR SUCH PROJECTS FROM FEDERAL AND STATE SOURCES?

OTHER CITIES IN THIS COUNTRY AS WELL AS OTHER COUNTRIES HAVE ATTEMPTED TO SOLVE THEIR HOUSING PROBLEMS. PREPARE A REPORT, WRITTEN OR ORAL, COMPARING THEIR EFFORTS WITH THOSE MADE IN CHICAGO.

HAVE A PANEL DISCUSSION ON THE CORRELATION BETWEEN POOR HOUSING AND: CRIME, DELINQUENCY, DISEASE RATES, FIRE LOSSES AND EMOTIONAL DISTURBANCES. PREPARE CHARTS TO PROVE THE POINTS PRESENTED.

PREPARE A FLOOR TALK ON "THE HYDE PARK-KENWOOD RENEWAL PROGRAM."

ON A MAP LOCATE THE EFFORTS BEING MADE BY PRIVATE CAPITAL TO MEET FAMILY HOUSING NEEDS. PREPARE PICTURES TO SHOW CORRELATION BETWEEN LARGE SCALE HOUSING DEVELOPMENTS AND PUBLIC HOUSING PROJECTS.

E. DEVELOPMENT OF COMPETENCIES AND ATTITUDES WHICH WILL CREATE GOOD FAMILY LIVING

"INTERDEPENDENCE IS A CONSTANT FACTOR IN HUMAN RELATIONSHIPS." SHOW HOW THIS IS TRUE IN FAMILY RELATIONSHIPS.

HAVE A DISCUSSION OF THE FOLLOWING TOPIC: IN MOST CASES OF DIVORCED COUPLES, IT WAS NOT THE LACK OF MONEY THAT CAUSED TROUBLE, BUT POOR MANAGEMENT OF WHAT THEY HAD.

PREPARE A BUDGET FOR A FAMILY OF FOUR. HOW DOES THE FAMILY BUDGET REFLECT THE FAMILY'S SENSE OF VALUES? WHAT COMPROMISES MUST BE MADE IN PLANNING THE BUDGET?

LIST BASIC QUALITIES WHICH YOU THINK WILL MAKE A GOOD HUSBAND OR WIFE.

SHOW HOW COMMON MORAL AND SPIRITUAL VALUES MAY UNITE MEMBERS OF THE FAMILY MORE CLOSELY.

DRAW UP A BILL OF RIGHTS, THE OBSERVANCE OF WHICH YOU THINK WOULD PROMOTE MORE HARMONIOUS FAMILY LIVING.

F. The Relation of Good Family Living to National Defense and Welfare

Relate the following quotation to the need for a sense of values and a philosophy of life in family living: "Constructive attitudes of respect for authority, ability to work with others, ability to react positively to ideas, respect for democratic institutions, and mature patriotism are deeply rooted in the kind and degree of emotional nourishment that young people experience in growing up. If the background has been meager and barren, one may expect negative attitudes; if it has been full and rich, one may expect more constructive and positive attitudes." (Citizenship and a Free Society. 30th Yearbook of the National Council for the Social Studies, page 42.)

The American Bar Association Journal published the following statement: "It is axiomatic that the foundations of our civilization are dependent upon the stability of the family and cohesion of its members. No nation can survive unless the family is in a flourishing and healthy condition." In the light of your study of this unit, list the factors which you think will place the American family in a flourishing and healthy condition.

DEVELOPMENTAL VOCABULARY

ALIMONY

ANNULMENT

BLIGHT

C. H. A.

C. L. C. C.

CODES

"COOLING OFF PERIOD"

DIALECTICAL MATERIALISM

EMOTIONAL MATURITY

ETHICAL VALUES

FAMILY BUDGET

FAMILY UNITY

F. H. A.

LIFE EXPECTANCY

MATRIARCHAL FAMILY

MORTGAGE

PATRIARCHAL FAMILY

PERMITS

PHILANTHROPIC

PREFABRICATION

REHABILITATION

SUBURBIA

URBAN LIVING

ZONING

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THE ROLE OF EDUCATION IN OUR DEMOCRATIC SOCIETY

Understandings

Education is the process by which a society perpetuates its culture.

A representative republic, such as ours, depends upon education as the means for maintaining and developing free institutions.

Our educational system has been affected greatly by prevailing social, economic, and geographic conditions.

Each level of government - local, state, and federal - has made a distinct contribution to American education.

Education makes an important contribution to our national defense.

The price of quality education is constant support and aid by an informed citizenry.

Many interested people and organizations are working to improve educational facilities in the United States.

Appreciations, Attitudes, and Skills

To appreciate the role of education in a free society

To appreciate the necessity of quality education in the maintenance of our position in the world of today

To develop skill in the critical evaluation of news regarding education in the newspapers and periodicals

Content

A. The evolution of education in the United States

Education in Colonial America

The work of education leaders such as Mann, Barnard, Mills, and Edwards

Nineteenth and twentieth century expansion and extension.

B. Education in Illinois

The Northwest Ordinance

The Constitution of Illinois

Laws controlling education in Illinois
- Age requirements
- Attendance
- Subject requirements
- Certification of teachers
- Office of Superintendent of Public Instruction

Support

Opportunities for higher education

C. The Chicago Public School System

Organization
- Board of Education
- Administration
- Central Office
- District
- Local school

Support

Program of education

SUGGESTED LEARNING EXPERIENCES

A. The Evolution of Education in the United States

Present special reports on such topics as:

- Education in Colonial America
- The Latin grammar school
- Discipline in colonial schools
- The rise of the free public high school
- The rise of the vocational school
- The advent of the evening school
- Early American instruction materials
- Relation between purposes of public education and the history of government

Prepare oral reports on legal landmarks in the development of the public school, such as the Northwest Ordinance, Morrill Act, Kalamazoo Case, Smith-Hughes Act, and the G. I. Bill.

Make biographical studies of such American educators as Horace Mann, Henry Barnard, Mary Lyon, Booker T. Washington, John Dewey, William J. Bogan, and Francis Parker.

Why is education so important in a free society?

B. Education in Illinois

What provisions were made for education in Illinois by the Northwest Ordinance?

The Constitution of Illinois requires the General Assembly to provide each child a good common school education. Show through various acts of the Illinois General Assembly and Chicago City Council how the concept of a good common school education has changed during the years since the constitution was written in 1870.

State the provisions of the compulsory education law of Illinois. Do you consider the requirement adequate to meet the needs of the present age? Why or why not?

According to Illinois law, what subjects must be included in the curriculum? Evaluate these requirements.

Write to the Office of Public Instruction, Springfield, Illinois, for information regarding requirements for teaching in Illinois. Do you consider these adequate? Why or why not?

What are the duties of the Superintendent of Public Instruction in Illinois? What type of person do you think should be elected to this position?

Appreciations, Attitudes, and Skills	Content
To develop skill in choosing and utilizing the educational opportunities which our educational system offers to develop worthy and effective citizenship	Problems Special Needs Opportunities for higher education D. Education for the future Education, a life-long requirement The changing attitude of the public toward education Automation and its implication for education Changing employment opportunities and the role of education The place of education in our national defense Major educational programs in the United States Public schools Private schools Armed forces Industry Labor unions The requisites of a good school system The challenge to American youth in maintaining United States leadership in the world of today

What provisions are made by the Illinois General Assembly for the support of education in Illinois? Do you consider these adequate? Why or why not?

What provisions are made for vocational education in Illinois? What aid is available from the federal government for vocational education?

Describe the work of the School Problems Commission. What type of person do you think should be chosen for membership on this commission? Give a special report on some of its current activities.

What opportunities does Illinois afford for higher education? How do these compare with those of other states?

Select some bill introduced in the current session of the Illinois General Assembly pertaining to education. Explain the purpose and provisions of the bill and state why it was passed or defeated.

C. The Chicago Public School System

Why is education primarily the responsibility of the local government? What are the advantages of local rather than central control over schools?

How are members of the Board of Education of the city of Chicago chosen? What are the duties and responsibilities of members of the Board of Education? What do you deem desirable qualities in a member of the Board?

Explain the administrative organization of the Chicago Public Schools, showing in what respects we attempt to secure unity without uniformity.

Read the philosophy of the Chicago Public Schools and illustrate each point in the philosophy.

How are instructional materials selected for the public schools in Chicago? How does this compare with other communities in Illinois? In other parts of the United States? Why is the selection of instructional materials of such great importance?

What provision does Chicago make for the education of handicapped children? What factors have caused such widespread interest and work in this area of education?

What provision is made for adult education? Why is this an important phase of education in our city?

What particular problems does Chicago face in seeking to provide for its citizens the best education possible? How are we seeking to solve them?

Failures of 6% of our students cost the taxpayers of Chicago approximately $7,000,000 every year. What can the student, the home, the school, and the community do to help lower this figure?

Describe the organization of the P.T.A. What are the stated purposes of the National Parent Teacher Association? What projects has your own local P.T.A. sponsored?

Have a panel discussion of the teacher shortage and evaluate the various suggestions that have been made to alleviate it (Note Team Teaching, Lancaster System, Bay City, Michigan System, and T.V. approach).

What is the P.T.A. doing to help alleviate the shortage of teachers? Report on the program of that organization in your own school.

What opportunities does Chicago offer for higher education? Do you consider these adequate in the light of the demands of the times? Why or why not?

Have a member of your guidance staff present a talk on the various methods of financing an education beyond high school.

D. Education for the Future

Collect articles from newspapers and magazines which reflect the attitude of the public toward education. Why is everyone so interested in education today?

What is meant by automation? What changes has it brought about in the proportion of unskilled and semiskilled workers to skilled and professional workers? What implications have these changes for education?

Discuss the following statement: "The accelerated technological revolution will place a premium on the educated citizen in the man-power pool."

How is education related to national defense? State the terms of the National Defense Education Act of 1958. How has your school benefited from this act?

What are the major educational systems in the United States? How is each trying to meet the demands of the future?

What can you do to choose the field of work for which you are best suited?

What further education do you plan for yourself and why?

What professional organizations are working to improve the quality of education? Report on the current activities of some of these organizations.

Collect and display newspaper articles and pictures showing the emphasis placed upon quality education in Chicago, the United States, and around the world. Show how you have benefited from this emphasis upon quality education.

Write a paper on this statement by Booker T. Washington: "There is no defense or security for any of us except in the highest intelligence and development of all."

DEVELOPMENTAL VOCABULARY

ACADEMIC

ACCREDITATION

ADULT EDUCATION

BONDS

CARNEGIE FOUNDATION

CURRICULUM

EDUCATIONAL RESEARCH

EQUALIZATION

FEDERAL AID

FLAT GRANT

FORD FOUNDATION

ILLITERATE

LAND GRANT COLLEGES

MATCHING PLAN

MERIT SYSTEM

NATIONAL EDUCATION ASSOCIATION

NATIONAL SCIENCE FOUNDATION

OTIS SCHOOL LAW

PEDAGOGY

QUALITY EDUCATION

QUALIFYING TAX

RUSSELL SAGE FOUNDATION

STATE DISTRIBUTIVE FUND

TAX ANTICIPATION WARRANTS

TAX LEVY

TENURE

TRENDS

UNESCO

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*FOR THE ACADEMICALLY LESS ABLE STUDENT
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CONSERVATION OF HUMAN AND NATURAL RESOURCES

UNDERSTANDINGS

THE CONSERVATION OF HUMAN AND NATURAL RESOURCES UNDERLIES NEARLY ALL PROBLEMS OF AMERICAN LIFE.

CONSERVATION MEANS WISELY GUARDING AND PRESERVING HUMAN AND NATURAL RESOURCES TO SECURE THE MAXIMUM GOOD NOW AND IN THE FUTURE.

CONSERVATION IS A TASK SHARED BY THE FEDERAL, STATE, AND CITY GOVERNMENT.

OUR NATIONAL SECURITY AND DEFENSE REQUIRE CONSERVATION OF STRATEGIC MATERIALS NECESSARY IN TIME OF EMERGENCY.

OUR NATIONAL DEFENSE AND SECURITY REQUIRE THE BEST EDUCATION FOR EACH INDIVIDUAL.

THE RIGHT OF EACH CITIZEN TO DEVELOP TO THE FULLEST HIS POTENTIALITIES DEMANDS CAREFUL CONSERVATION OF THE VALUES INHERENT IN THE DEMOCRATIC WAY OF LIFE.

APPRECIATIONS, ATTITUDES, AND SKILLS

TO DEVELOP A CONSERVATION-MINDED ATTITUDE

TO DEVELOP AN APPRECIATION AND UTILIZATION OF THE OPPORTUNITIES TO DEVELOP AND TO USE TO THE BEST ADVANTAGE ONE'S INDIVIDUAL POTENTIALITIES

TO DEVELOP APPRECIATION OF THE ACTIVE ROLE EDUCATION MUST PLAY IN INITIATING PUBLIC PARTICIPATION IN A DYNAMIC CONSERVATION PROGRAM

TO DEVELOP SKILL IN DETERMINING WHAT IS USE AND WHAT IS ABUSE OF HUMAN AND NATURAL RESOURCES

CONTENT

A. THE IMPORTANCE OF CONSERVATION OF HUMAN AND NATURAL RESOURCES

  THE RELATION BETWEEN CONSERVATION AND OTHER AMERICAN PROBLEMS

  THE INCREASED DEMANDS OF MODERN LIVING ON HUMAN AND NATURAL RESOURCES

B. THE CONSERVATION OF HUMAN RESOURCES

  THE IMPORTANCE PLACED BY OUR GOVERNMENT UPON THE VALUE OF THE INDIVIDUAL

  THE EVIDENCE OF WASTE OF HUMAN RESOURCES

  THE EFFORTS OF THE GOVERNMENT TO DEVELOP, PROMOTE, AND CONSERVE HUMAN RESOURCES

  THE ROLE OF PRIVATE ORGANIZATIONS AND INDIVIDUALS IN CONSERVING HUMAN RESOURCES

C. THE CONSERVATION OF NATURAL RESOURCES

  THE HISTORY OF THE CONSERVATION MOVEMENT

  THE NEED FOR CONSERVATION OF NONRENEWABLE RESOURCES

  THE NEED FOR CONSERVING OUR RENEWABLE RESOURCES

D. THE ROLE OF THE FEDERAL GOVERNMENT IN CONSERVATION OF NATURAL RESOURCES

  RESPONSIBILITY OF THE DEPARTMENTS OF AGRICULTURE AND INTERIOR

SUGGESTED LEARNING EXPERIENCES

A. THE IMPORTANCE OF CONSERVATION

THEODORE ROOSEVELT SAID: "THE CONSERVATION OF OUR NATURAL RESOURCES AND THEIR PROPER USE CONSTITUTE THE FUNDAMENTAL PROBLEM WHICH UNDERLIES ALMOST EVERY OTHER PROBLEM OF OUR NATIONAL LIFE." LIST THE PRINCIPAL PROBLEMS WHICH CONFRONT THE GOVERNMENT TODAY AND SHOW HOW THEY ARE RELATED TO CONSERVATION.

HOW HAS THE SPACE AGE MADE US REEVALUATE OUR HUMAN AND NATURAL RESOURCES?

DESCRIBE THE PROGRAM OF OUR GOVERNMENT IN UNDERTAKING TO SEND A MAN TO THE MOON. WHAT NATURAL AND HUMAN RESOURCES MUST BE UTILIZED IN THIS PROGRAM?

B. THE CONSERVATION OF HUMAN RESOURCES

LEWIS MUMFORD SAID: "THE FINAL TEST OF AN ECONOMIC SYSTEM IS NOT THE TONS OF IRON, THE TANKS OF OIL, OR THE MILES OF TEXTILES IT PRODUCES; THE FINAL TEST LIES IN ITS ULTIMATE PRODUCTS – THE SORT OF MEN AND WOMEN IT NURTURES AND THE ORDER AND BEAUTY AND SANITY OF THEIR COMMUNITIES." SHOW HOW IN THE BUILDING OF THE UNITED STATES, THE GREATEST VALUE WAS PLACED UPON THE "SORT OF MEN AND WOMEN IT NURTURED."

READ THE CURRENT ISSUES OF THE NEWSPAPERS AND CUT OUT PICTURES, NEWS ITEMS, AND EDITORIALS WHICH INDICATE A WASTE OF HUMAN RESOURCES. FROM THESE ITEMS FORMULATE GENERALIZATIONS REGARDING CAUSES OF WASTE OF HUMAN RESOURCES.

INVESTIGATE THE DROPOUT RECORD OF YOUR SCHOOL. WHY ARE DROPOUTS CONSIDERED A WASTE OF HUMAN RESOURCES?

WHAT ARE THE SCHOOLS DOING TO PREVENT DROPOUTS?

HOW IS THE ADULT EDUCATION PROGRAM RELATED TO CONSERVATION OF HUMAN RESOURCES?

HOW HAS THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE ASSUMED RESPONSIBILITY FOR THE CONSERVATION OF OUR HUMAN RESOURCES?

TO WHAT EXTENT IS URBAN RENEWAL RELATED TO THE CONSERVATION OF OUR HUMAN RESOURCES?

MAKE A LIST OF ORGANIZATIONS THAT ARE CONCERNED WITH CONSERVATION OF HUMAN RESOURCES. RELATE THIS TO THE STATEMENT OF COUNT TOLSTOY: "THE VOCATION OF EVERY MAN AND WOMAN IS TO SERVE OTHER PEOPLE."

DESCRIBE ACTIVITIES WHICH TEENAGERS MAY ENGAGE IN FOR THE CONSERVATION OF HUMAN RESOURCES.

Appreciations, Attitudes, and Skills

To develop skill in evaluating proposed programs for conservation of natural and human resources

To develop appreciation of the role which conservation plays in enabling the United States to retain its position of leadership among world powers

Content

Recent laws passed by Congress for conservation of resources

E. The role of the State government in conservation

The prevention of river and lake pollution

The drainage of marshes, swamps, and river bottom lands

Preservation of fish and wild life

F. The role of the individual in conservation of human and natural resources

C. The Conservation of Natural Resources

Why is the movement to conserve our natural resources a fairly recent one in American History?

Relate the importance of the following to the history of the conservation movement:

Yellowstone National Park
United State Geological Survey
Bureau of Forestry
Civilian Conservation Corps
Soil Conservation Service
Tennessee Valley Authority

Why was the Tennessee Valley Authority selected as a case study in conservation?

Write a tribute to the following persons for their work in conserving our natural resources: Theodore Roosevelt, Gifford Pinchot, Franklin D. Roosevelt.

The following are nonrenewable resources: soil, water, minerals, oil, gas. Make a chart showing what is being done by the federal government to conserve each.

Our renewable resources are the natural living plants and animals of our land. Nature has a way of obtaining a balance of these resources. How has man interfered with this balance?

How are the following helping man to make more intelligent use of these resources: forest conservation, national parks, wildlife conservation?

D. The Role of the Federal Government in Conservation of Natural Resources

As the United States becomes more urbanized, the role of the farmer in providing the necessities of life becomes more important. Due to scientific advancements, American farmers are producing larger crops and more products. Surpluses have resulted. How is the federal government attempting to meet this problem?

What divisions of the Department of Interior and the Department of Agriculture are directly concerned with conservation? Give a special report on some of their current activities.

Give special reports on the following measures taken by the government on behalf of conservation:

Pick-Sloan Act, 1944
Flood Control Act, 1946
Atomic Energy Commission, 1946
Flood Prevention Act, 1954
St. Lawrence Seaway Development Corporation, 1954

E. The Role of the State Government in Conserving Natural Resources

The Illinois Conservation Education program is supported by three departments: Agriculture, Conservation, and Public Instruction. Report on the work of each. Write to the Division of Conservation Education of the Office of Public Instruction, Springfield, Illinois, for materials.

What are the laws of Illinois with regard to hunting and fishing? Do you consider them adequate from the standpoint of conservation? Why or why not?

How is the Forest Preserve District related to the Illinois program of conservation? The Chicago Park District?

F. The Role of the Individual

Millions of Americans visit our national parks and forests each year. What is their responsibility with respect to conserving these natural resources?

Identify the youth groups in the United States which have been actively concerned with conservation. Give a special report on the work of any one of these.

Keep a log of your own activities to promote conservation in your home, your school, your neighborhood, your city.

G. Facing the Future

Prepare a bulletin board display of items showing how our government is meeting present and future needs regarding conservation of human and natural resources.

Outline an educational plan for yourself showing how you intend to develop your maximum potentialities and to utilize them for your own self-realization and for making your maximum contribution to the American way of life.

Dr. Eli Ginzberg says in his book, Human Resources: The Wealth of a Nation, that four factors account for much of the waste of our human resources: unemployment, underemployment, inadequate training, and arbitrary barriers to employment. Cite instances to show how each of these factors has caused a waste of human resources. Write a paper showing what is being done to remedy the situation by private enterprise, local government, and the federal government.

Assume the role of the American ambassador to the United Nations and make a speech showing how the United States is eager to promote conservation of human and natural resources in other parts of the world.

DEVELOPMENTAL VOCABULARY

CONSERVATION

DUST BOWL

HUMAN RESOURCES

HYDRO-ELECTRIC POWER

IRRIGATION

NATURAL RESOURCES

NONRENEWABLE RESOURCES

RECLAMATION

RENEWABLE RESOURCES

RURAL ELECTRIFICATION ADMINISTRATION

SOIL BANK

SOIL EROSION

WATERSHED

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